

IMPLEMENTASI PENILAIAN OTENTIK KURIKULUM 2013 PAUD DI TK-KB LABSCHOOL PERCONTOHAN UNIVERSITAS PENDIDIKAN INDONESIA

Oleh :

Desyanti Kemalasari Nurisman

1604823

Abstrak

Penelitian ini dilakukan dalam rangka menggambarkan implementasi penilaian otentik sebagai salah satu ciri khas Kurikulum 2013 di TK-KB Labschool Percontohan Universitas Pendidikan Indonesia. Berdasarkan hal tersebut maka tujuan penelitian ini mencakup lima hal yakni memberikan gambaran mengenai perencanaan, pelaksanaan dan pelaporan hasil penilaian otentik, hambatan-hambatan dalam pelaksanaan penilaian otentik serta solusi yang dianggap tepat dalam mengatasi hambatan tersebut. Penelitian ini menggunakan pendekatan kualitatif dengan metode studi kasus serta dianalisis melalui teknik analisis data *thematic*. Partisipan dalam penelitian ini meliputi satu orang kepala sekolah dan delapan orang guru. Berdasarkan hasil penelitian yang dilakukan dapat digambarkan bahwasanya perencanaan penilaian otentik dalam sebuah pembelajaran diawali dengan adanya pemahaman guru terkait penilaian otentik secara keseluruhan mulai dari konsep, tujuan, ruang lingkup hingga prinsip. Pelaksanaan penilaian otentik dilakukan guru setiap hari dalam bentuk pencatatan dan pendeskripsian mengenai kemampuan anak yang didukung oleh media elektronik berupa kamera handphone dan tablet untuk pendokumentasian sebagai bukti otentik. Pelaporan hasil penilaian otentik dilaksanakan oleh guru setiap hari melalui buku komunikasi yang berupa daftar ceklis dan jurnal harian anak serta setiap satu semester sekali melalui pendeskripsian ketercapaian perkembangan. Implementasi penilaian otentik ini tidak terlepas dari berbagai hambatan terutama ketidakseimbangan rasio anak dan kapasitas guru sehingga sebagai solusi untuk mengatasi hal tersebut maka ada kebijakan berupa penilaian bergilir terhadap anak melalui teknik *large group* dan *small group*. Implementasi penilaian otentik dapat terlaksana dengan baik jika adanya kolaborasi yang harmonis antar sesama pendidik oleh sebab itu direkomendasikan kepada para praktisi untuk lebih bekerja sama dan konsisten dalam melakukan penilaian otentik.

Kata Kunci : Penilaian Otentik, Kurikulum 2013 PAUD

**IMPLEMENTATION OF AUTHENTIC ASSESSMENT IN
CURRICULUM 2013 EARLY CHILDHOOD EDUCATION
AT TK-KB LABSCHOOL PERCONTOHAN
UNIVERSITAS PENDIDIKAN INDONESIA**

by:

Desyanti Kemalasari Nurisman

1604823

Abstract

This research was conducted in order to describe the implementation of authentic assessment as one characteristic of Curriculum 2013 Early Childhood Education at TK-KB Labschool Percontohan Universitas Pendidikan Indonesia. based on these, the purpose of this research include the five things that is give an overview of the planning, execution and reporting of result authentic assessment , the obstacles in the implementation of authentic assessment and the solution that is considered right to overcome these obstacles. This research used a qualitative approach with case study method and analyzed through thematic data analysis techniques. Participants in this research include the principals and eight teachers. Based on the results of the research conducted, it can be explained that the authentic assessment plan in learning begins with an understanding of the teacher's overall assessment starting from the concept, purpose, scope to principle. The teacher conducts an authentic assessment every day in the form of recording and describing the abilities of children supported by electronic media in the form of mobile phones and tablets to document as authentic evidence. Reporting of authentic assessment results is carried out by the teacher every day through communication books in the form of checklists and children's daily journals as well as once every semester through descriptions of achievement of developments. The implementation of authentic assessments is inseparable from various obstacles, especially the imbalance of child ratios and teacher capacity, so as a solution to overcome this problem, there is a policy in the form of rotating assessment of children through the technique of large group and small group. The implementation of authentic assessments can be carried out well if there is harmonious collaboration among fellow educators, therefore it is recommended that practitioners work more closely and consistently in making authentic assessments.

Keyword: Authentic Assessment, Curriculum 2013 Early Childhood Education