

## **ABSTRAK**

### **PENGEMBANGAN PERFORMANCE ASSESSMENT BERBASIS INQUIRI TERBIMBING UNTUK MENGIKUR KETERAMPILAN ARGUMENTASI SISWA**

**Oleh**

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Penelitian ini bertujuan menghasilkan *performance assessment* berbasis inkuiiri terbimbing untuk mengukur keterampilan argumentasi siswa serta mendeskripsikan kesesuaian, kemudahan, dan kemanfaatan penggunaan produk yang dikembangkan menurut pendapat guru. Penelitian ini merupakan penelitian pengembangan dengan model 4-D (*Four D Models*) yang terdiri atas tahap *define, design, develop, dan disseminate*. Subjek penelitian dilakukan pada kelas XI ditiga SMA yang terdapat di kota Bandar Lampung dengan jumlah siswa sebanyak 75 siswa. Hasil penelitian ini adalah dikembangkannya *performance assessment* yang layak, valid, dan reliabel untuk mengukur keterampilan argumentasi siswa. Instrumen yang dikembangkan berisikan kisi-kisi soal, bentuk soal berupa pilihan jamak beralasan, disertai dengan kunci jawaban, dan rubrik penilaian. Produk yang dikembangkan menurut pendapat guru mempunyai rata-rata skor 3,38 (sangat baik) untuk aspek kesesuaian, rata-rata skor 3,33 (sangat

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baik) untuk aspek kemudahan dan rata-rata skor 3,44 (sangat baik) untuk aspek kemanfaatan.

**Kata kunci:** *performance assessment*, model pembelajaran inkuiiri terbimbing,keterampilan argumentsi siswa.

## **ABSTRACT**

### **THE DEVELOPMENT OF GUIDED INQUIRY BASED PERFORMANCE ASSESSMENT FOR MEASURING STUDENT'S ARGUMENTATION SKILLS**

**By**

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This research to produce a guided inquiry based performance assessment to measure students' argumentation skills and to describe the suitability, convenience, and usefulness of product developed based on opinion of teachers.

This research is a development research with 4-D model (Four D Models) which consist of define, design, develop, and disseminate. The subjects of the study were conducted in XI class of three high schools in Bandar Lampung city with 75 students. The results of this research is the development of performance assessment which is feasible, valid, and reliable to measure student's argumentation skills. Instruments developed that contain the test blueprint, the form of the question is a plausible choice of plural, accompanied by an answer key, and rubric assessment. Products developed in the opinion of teachers have an average score of 3.38 (very good) for conformity aspects, the average score of 3.33 (very good) for the aspect ease and average score of 3.44 (very good) category for the aspect of expediency.

**Keywords:** performance assessment, guided inquiry learning model, student argument skill.