

## **ABSTRAK**

### **PENGEMBANGAN INSTRUMEN ASESMEN BINA DIRI BAGI ANAK TUNAGRAHITA DI SEKOLAH PENYELENGGARA PENDIDIKAN INKLUSIF**

**Oleh**

**ANIZA DWI GARDIKA**

Belum adanya produk asesmen bina diri bagi anak tunagrahita di sekolah inklusif yang mudah digunakan oleh guru menjadi latar belakang masalah dalam penelitian ini. Penelitian ini bertujuan mengembangkan instrumen asesmen bina diri bagi anak tunagrahita dan membuktikan instrumen asesmen hasil pengembangan valid dan reliabel. Metode yang digunakan adalah penelitian dan pengembangan mengacu pada tahapan-tahapan *Borg and Gall*. Populasi penelitian yaitu siswa, sampel penelitian ditentukan secara *random sampling*, yaitu 15 anak didik. Data dikumpulkan menggunakan angket, tes dan observasi yang dianalisis secara deskriptif kuantitatif. Penelitian ini menghasilkan produk instrumen asesmen bina diri bagi ATG yang memiliki karakteristik mudah digunakan oleh guru maupun orang tua wali ATG. Hasil penelitian ini menunjukkan instrumen asesmen yang valid dan reliabel, hasil uji validitas  $r_{hitung} > r_{tabel}$  ( $0,652 > 0,553$ ) dan hasil uji reliabilitas memiliki kategori kuat ( $0,67$ ).

Kata kunci: instrumen asesmen bina diri, tunagrahita, inklusif

## ABSTRACT

### DEVELOPMENT OF SELF-ASSESSMENT INSTRUMENTS FOR CHILDREN WITH MENTALLY RETARDATION IN INCLUSIVE EDUCATION SCHOOL

By

ANIZA DWI GARDIKA

The absence of self-assessment products for children with mentally retardation in inclusive schools that are easy to use by teachers is the background of the problem in this study. This study aims to develop self-assessment instruments for children with mentally retardation and prove its validity and reliability. The method used is research and development referring to the stages of Borg and Gall. The research population is students, the sample of the study is determined by random sampling, there are 15 students involved. Data were collected using questionnaires, tests and observations that were analyzed descriptively quantitatively. This research produces self-assessment instrument for children with mentally retardation that is easy to used by teacher and parents. The result of this research shows valid and reliable assessment instrument, validity test result is  $r_{count} > r_{table}$  ( $0,652 > 0,553$ ) and reliability test result have strong category ( $0,67$ ).

Keywords: self-assessment instruments, mentally retardation, inclusive