

## **ABSTRAK**

### **PEMAHAMAN GURU PENDIDIKAN ANAK USIA DINI TERHADAP PENILAIAN AUTENTIK DI KECAMATAN RAJABASA BANDAR LAMPUNG**

**OLEH:**

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Masalah pada penelitian ini adalah masih kurangnya pemahaman guru PAUD terhadap penilaian autentik di Kecamatan Rajabasa. Penelitian ini bertujuan untuk mendeskripsikan pemahaman guru PAUD terhadap penilaian autentik di Kecamatan Rajabasa. Jenis penelitian ini adalah penelitian deskriptif. Populasi penelitian berjumlah 132 guru, dengan sampel penelitian 96 guru. Pengambilan sampel yang dilakukan dengan teknik *Purposive Sampling*. Teknik pengumpulan data menggunakan teknik tes dan dokumentasi. Teknik analisis data yang digunakan deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa pemahaman guru PAUD mengenai konsep penilaian autentik dikategorikan rendah dengan persentase 52,08%. Pemahaman terhadap bentuk penilaian autentik dikategorikan rendah dengan persentase 44,8%, dan pemahaman guru terhadap proses penilaian autentik dikategorikan rendah dengan persentase 59,375%. Kesimpulan pada

penelitian ini adalah pemahaman guru PAUD mengenai konsep, bentuk dan proses penilaian autentik dikategorikan rendah.

Kata Kunci: guru pendidikan anak usia dini, penilaian autentik

## **ABSTRACT**

### **THE UNDERSTANDING OF EARLY CHILDHOOD EDUCATION TEACHERS TO AUTHENTIC ASSESSMENT IN RAJABASA SUBDISTRICT BANDAR LAMPUNG**

### **EARLY CHILDHOOD TEACHERS UNDERSTANDING OF AUTHENTIC ASSESSMENT IN SUBDISTRICT OF RAJABASA BANDAR LAMPUNG**

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*The problem in this study is the lack of understanding of PAUD teachers towards authentic assessment in Rajabasa Subdistrict. This study aims to describe PAUD teacher's understanding of authentic assessment in Rajabasa Subdistrict. This type of research is descriptive research. The study population was 132 teachers, with a sample of 96 teachers. Sampling is done by purposive sampling technique. Data collection techniques use test and documentation techniques. Data analysis techniques used are quantitative descriptive. The results of the study show that PAUD teacher's understanding of the concept of authentic assessment is categorized as low with a percentage of 52.08%. Understanding of authentic forms of assessment is categorized as low with a percentage of 44.8%, and the teacher's understanding of the authentic assessment process is categorized as low with a percentage of 59.375%. The conclusion of this study is PAUD teacher's understanding of concepts, forms and authentic assessment processes categorized as low.*

*Keywords: teacher of early childhood education, authentic assessment.*