

ABSTRAK

KOMPETENSI GURU TAMAN KANAK- KANAK DALAM MELAKSANAKAN PENILAIAN PROSES DAN HASIL BELAJAR

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Penelitian ini bertujuan untuk mengetahui tingkat kompetensi guru taman kanak-kanak dalam melaksanakan penilaian proses dan hasil dengan menggunakan . pendekatan kuantitatif metode deskriptif. Populasi dalam penelitian ini adalah seluruh guru TK yang ada di Desa Karang Anyar Kabupaten Lampung Selatan dengan teknik pengambilan sampel menggunakan total *sampling*, yaitu 45 guru. Analisis data penelitian ini menggunakan statistik deskriptif dan menggunakan kuesioner bentuk *rating scale* sebagai alat pengumpulan data. Hasil penelitian menggambarkan bahwa persentase terbesar berada pada kategori baik dengan persentase 49,16% tergolong rendah. Persentase sedang pada kategori sangat baik dengan besar persentase 35,79% tergolong rendah, dan persentase terkecil terkait kompetensi guru dalam kategori kurang berada pada besar persentase 14,16% tergolong sangat rendah. Dianalisis berdasarkan dimensi, persentase kompetensi guru tergolong tinggi berada pada dimensi mengadministrasikan penilaian proses dan hasil belajar secara berkesinambungan, yaitu 68,9%. Terdapat empat dimensi yang tergolong rendah diantaranya: 1) memahami prinsip-prinsip penilaian sebesar 46,5%, 2) menentukan aspek-aspek proses dan hasil belajar sebesar 46,6%, 3) menganalisis hasil penilaian proses dan hasil belajar sebesar 60%, dimensi melakukan evaluasi proses dan hasil belajar, yaitu 60%. Terdapat dua dimensi yang tergolong sangat rendah diantaranya; 1) menentukan prosedur penilaian proses dan hasil belajar dengan 44,4%, dan 2) dimensi mengembangkan instrumen penilaian proses dan hasil belajar, yaitu 40%.

Kata Kunci: Penilaian proses belajar, penilaian hasil belajar, kompetensi guru, taman kanak-kanak

ABSTRACT

COMPETENCE OF KINDERGARTEN TEACHERS IN CARRYING OUT ASSESSMENT OF LEARNING PROCESSES AND OUTCOMES

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This study aims to determine the level of competence of kindergarten teachers in carrying out process and result assessments using a quantitative approach descriptive method. The population in this study is all kindergarten teachers in Karang Anyar Village, South Lampung Regency with a sampling technique using total sampling, which is 45 teachers. Data analysis of this study used descriptive statistics and used a rating scale form questionnaire as a data collection tool. The results illustrate that the largest percentage is in the good category with a percentage of 49.16% classified as low. The medium percentage in the very good category with a large percentage of 35.79% is classified as low, and the smallest percentage related to teacher competence in the less category is in the large percentage of 14.16% classified as very low. Analyzed by dimension, the percentage of teacher competence is high in the dimension of administering continuous assessment of learning processes and outcomes, which is 68.9%. There are four dimensions that are classified as low, including: 1) understanding the principles of assessment by 46.5%, 2) determining aspects of learning processes and outcomes by 46.6%, 3) analyzing the results of process assessment and learning outcomes by 60%, dimensions of evaluating learning processes and outcomes, which is 60%. There are two dimensions that are classified as very low including; 1) determine the procedure for assessing learning processes and outcomes by 44.4%, and 2) the dimension of developing process assessment instruments and learning outcomes is 40%.

Keywords: Learning process assessment, learning outcomes assessment, teacher competence, kindergarten