

ABSTRAK

PENGEMBANGAN INSTRUMEN PENILAIAN KOMPETENSI PROFESIONAL GURU DI SEKOLAH DASAR

Oleh

NUR AZ ZAHRA

Penelitian ini bertujuan mengembangkan instrumen penilaian kompetensi profesional guru sekolah dasar yang valid, reliabel, dan praktis untuk mendukung penilaian kinerja secara objektif. Latar belakang penelitian ini adalah masih dominannya praktik penilaian oleh kepala sekolah yang bersifat administratif dan belum menggunakan instrumen yang komprehensif. Penelitian menggunakan metode Research and Development (R&D) dengan mengadaptasi model Borg dan Gall, melalui tahapan analisis kebutuhan, perumusan indikator, penyusunan draf instrumen, validasi ahli, uji coba terbatas, uji coba lapangan, serta revisi dan finalisasi produk. Instrumen yang dikembangkan mencakup lima aspek kompetensi profesional guru, yaitu penguasaan materi dan pendekatan ilmiah, penguasaan capaian dan tujuan pembelajaran, pengembangan materi ajar, pengembangan keprofesionalan berkelanjutan melalui refleksi, serta pemanfaatan teknologi informasi dan komunikasi. Hasil uji validitas menunjukkan seluruh butir instrumen memiliki validitas tinggi dengan rentang nilai 0,302–0,544. Uji reliabilitas memperoleh koefisien Alpha Cronbach $\geq 0,88$ yang menunjukkan konsistensi internal sangat baik. Uji praktikalitas mencapai 97% dengan kategori sangat praktis, dan hasil validasi ahli sebesar 85% termasuk kategori sangat valid. Hasil uji coba lapangan menunjukkan bahwa instrumen mudah digunakan, efektif, dan mampu membantu kepala sekolah dalam menilai kompetensi profesional guru secara sistematis dan objektif. Dengan demikian, instrumen ini layak digunakan sebagai alat penilaian dalam supervisi akademik serta mendukung pengembangan profesional guru secara berkelanjutan di sekolah dasar.

Kata Kunci: instrument penilaian; Kompetensi profesional guru; Sekolah dasar; Supervisi kepala sekolah; Pengembangan instrumen

ABSTRACT

DEVELOPMENT OF AN ASSESMENT INSTRUMENT FOR TEACHERS PROFFESIONAL COMPETENCE IN ELEMENTARY SCHOOL

By

NUR AZ ZAHRA

This study aims to develop an instrument for assessing the professional competence of elementary school teachers that is valid, reliable, and practical to support objective performance evaluation. The background of this study is the predominance of administrative-based assessment practices by school principals, which are not yet supported by comprehensive measurement instruments. This research employs a Research and Development (R&D) method by adapting the Borg and Gall model, involving stages of needs analysis, indicator formulation, instrument draft development, expert validation, limited trials, field testing, and product revision and finalization. The developed instrument encompasses five aspects of teachers' professional competence: mastery of subject matter and scientific approaches, understanding of learning outcomes and objectives, development of teaching materials, continuous professional development through reflective practices, and the utilization of information and communication technology. The validity test results indicate that all instrument items have high validity, with scores ranging from 0.302 to 0.544. The reliability test yields a Cronbach's Alpha coefficient of ≥ 0.88 , indicating excellent internal consistency. The practicality test shows a score of 97%, categorized as highly practical, while expert validation results reach 85%, classified as highly valid. Field testing results demonstrate that the instrument is easy to use, effective, and capable of assisting school principals in assessing teachers' professional competence in a systematic and objective manner. Therefore, this instrument is deemed suitable for use in academic supervision and in supporting the continuous professional development of elementary school teachers.

***Keywords: Assesment instrument; Teacher professional competence;
Elementary school; Principal supervision; Instrument development***