ABSTRAK

Wisuendri, Luh Dewi (2024), *Pengembangan Instrumen Penilaian Kinerja Perawatan Bayi pada Peserta Didik Fase F, Kompetensi Keahlian Asisten Keperawatan dan Caregiver*. Tesis, Penelitian dan Evaluasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: instrumen penilaian, instrumen kinerja, perawatan bayi,

Penelitian ini bertujuan untuk menghasilkan instrumen kinerja perawatan bayi, mengetahui nilai validitas, reliabelitas, daya beda dan kesukaran butir pada instrumen kinerja perawatan bayi serta mengetahui estimasi parameter instrumen kinerja perawatan bayi pada peserta didik fase F, Kompetensi Keahlian Asisten Keperawatan dan *Caregiver*. Subjek uji coba pada penelitian ini sejumlah 70 peserta didik fase F, Kompetensi Keahlian Asisten Keperawatan dan *Caregiver* di Kabupaten Buleleng. Rancangan penelitian ini mempergunakan model pengembangan dari Borg & Gall (1983) dengan prosedur uji coba dalam pengembangan instrumen penilaian mencakup beberapa langkah, yaitu: validitas isi yang dinilai mempergunakan indeks *Content Validity Ratio (CVR),* konsistensi internal item yang dihitung dengan koefisien korelasi *product moment*, reliabilitas instrumen yang diukur dengan formulasi *Alpha Cronbach,* daya pembeda item yang dianalisis dengan formulasi Ferguson, taraf kesulitan item tes, serta analisis estimasi parameter instrumen kinerja perawatan bayi. Hasil penelitian ini adalah: (1) Nilai CVR pada tiap soal adalah 1,00. (2) Indeks korelasi setiap butir soal lebih besar dari pada r_{tabel} senilai 0,349 dan reliabilitas tes didapati nilai 0,987. (3) Butir instrument daya pembeda dengan kriteria baik sekali sejumlah 4 butir, 21 butir berkriteria baik dan 1 butir berkriteria sedang. Pada tingkat kesukaran ada 30 butir berkriteria sedang dan 1 butir berkriteria sukar. (4) hasil analisis probabilitas peserta didik menjawab dengan benar mempergunakan teknik GRM menunjukkan peningkatan dari tingkat kemampuan siswa terendah, yaitu $\theta = -4$, hingga tingkat kemampuan siswa tertinggi, yaitu $\theta = 4$, untuk setiap kategori item kinerja.

ABSTRACT

Wisuendri, Luh Dewi (2024), Development of Baby Care Performance Assessment Instruments for Phase F Students, Nursing Assistant and Caregiver Skill Competencies. Thesis, Educational Research and Evaluation, Postgraduate Program, Ganesha University of Education.

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Key words: performance instruments, baby care

This research aims to produce a baby care performance instrument, determine the value of validity, reliability, distinguishability and difficulty of items on the baby care performance instrument and determine the estimated parameters of the baby care performance instrument for phase F students. Nursing Assistant and Caregiver Skill Competencies. The trial subjects in this research were 70 students in phase F, Nursing Assistant and Caregiver Skills Competency in Buleleng Regency. This research design uses the development model of Borg & Gall (1983) with trial procedures in the development of assessment instruments including several steps, namely: content validity assessed using the Content Validity Ratio (CVR) index, internal consistency of items calculated by the product moment correlation coefficient, instrument reliability measured by Alpha Cronbach formulation, item differentiating power analyzed by Ferguson formulation, test item difficulty level, and parameter estimation analysis of infant care performance instruments. The results of this study are: (1) The CVR value on each question is 1.00. (2) The correlation index of each item was greater than the rtable of 0.349 and the reliability of the test was found to be 0.987. (3) The distinguishing power instrument items with excellent criteria are 4 items, 21 items with good criteria and 1 item with moderate criteria. At the level of difficulty there are 30 items with moderate criteria and 1 item with difficult criteria. (4) the results of the analysis of the probability of students answering correctly using the GRM technique show an increase from the lowest level of student ability, namely $\theta = -4$, to the highest level of student ability, namely $\theta = 4$, for each category of performance items.