ABSTRAK

SEPTIMAR PRIHATINI: *Pengembangan Model Penilaian Akhlak Peserta Didik Madrasah Aliyah*. **Disertasi. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2013**

Penelitian ini bertujuan untuk mengembangkan model penilaian akhlak peserta didik yang terdiri atas perangkat instrumen pengukuran dan sistem penilaian akhlak peserta didik di Madrasah Aliyah. Konstruk akhlak peserta didik dikembangkan berdasarkan konsep akhlak sebagai konsep *religiousity* yang mengadopsi aspek *ritualistic* dan *consequences* dari Glock and Stark (1966).

Penelitian pengembangan ini melalui tahapan *preliminary study*, *main field test*, dan *operational field test*. Pengumpulan data menggunakan metode *self report* (lapor diri), dan observasi tak langsung (*indirect observation*) dengan responden 291 orang peserta didik dan 26 guru di enam Madrasah Aliyah negeri dan swasta di daerah kabupaten dan kota Tangerang. Teknik pengambilan sampling yang digunakan adalah *purposive sampling.* Populasi penelitian ini adalah madrasah aliyah (MA) *non boarding* (tidak berasrama) di Banten. Analisis diskriptif kualitatif dilakukan setelah dilakukan proses *communication value* dan menguji *readability*. Validasi instrumen meliputi *face validity* dan *content validity* (melalui *FGD* dan *expert judgment*) serta validasi konstruk menggunakan analisis konfirmatori (CFA). Estimasi reliabilitas instrumen menggunakan formula Alpha Cronbach dan reliabilitas inter rater dilakukan terhadap rater dari instrumen dengan teknik korelasi Pearson dan koefisien Kappa. Tingkat stabilitas instrumen ditentukan dengan teknik *test re-test* dengan waktu jeda (*delay time*) 3 minggu.

Hasil penelitian ini adalah : (1) Model penilaian akhlak peserta didik Madrasah Aliyah terdiri dari model pengukuran dan sistem penilaian akhlak peserta didik. (2) Model pengukuran akhlak peserta didik mencakup dimensi akhlak kepada Allah, akhlak kepada Nabi Muhammad saw, akhlak kepada orangtua, akhlak kepada diri sendiri, akhlak kepada guru, akhlak kepada teman/tetangga/masyarakat, dan akhlak kepada lingkungan. (2) Hasil analisis konfirmatori menunjukkan model konstruk tiap dimensi akhlak dengan butir gender maupun non-gender seluruhnya cocok dengan model yang dihipotesiskan (($\chi^2 = 254.93$; (p) = 0.06988 dan RMSEA = 0.048). (3) Pengukuran akhlak menggunakan empat instrumen yaitu instrumen IA, IB, IIA dan IIB. Reliabilitas internal instrumen IA dengan rater dirinya sendiri berkisar antara $0.865 - 0.921$ (tinggi); reliabilitas interrater teman dengan guru akhlak memiliki rerata koefisien korelasi 0.851 (tinggi) dan reliabilitas interater guru konseling dengan guru bidang studi lain memiliki rerata koefisien korelasi 0.866 (tinggi) dan koefisien Cohens' Kappa diperoleh hasil 0.770 dan 0.713 (sangat baik). Stabilitas instrumen IA, IB, IIA dan IIB menunjukkan tingkat stabilitas yang baik sampai sangat baik yaitu antara 0.715 sampai 0.858. (4) Berdasarkan hasil pengujian kualitas tiap instrumen disimpulkan bahwa ke empat buah instrumen dapat digunakan sebagai instrumen untuk model penilaian akhlak peserta didik di Madrasah Aliyah.

Sistem penilaian yang merupakan bagian dari pengembangan model setelah disimulasikan dan dikonfirmasi ke salah satu Madrasah Aliyah menyatakan bahwa 90 % hasilnya sesuai dengan performansi akhlak siswa yang dinilai.

Kata kunci : model penilaian, akhlak peserta didik.

ABSTRACT

SEPTIMAR PRIHATINI: *Madrasah Aliyah Students' Akhlak Assessment Model Development.* **Dissertation. Yogyakarta: Post Graduate Program, Yogyakarta State University, 2012.**

This study aims to develope some instruments for measure students' akhlak and assessment system for student's *akhlak* in Madrasah Aliyah. *Akhlak* construct was developed from religiousity concepts and adopted ritualistics and consequences aspects by Glock and Stark (1966) .

This study was Research and Development which consist of preliminary study, main field test and operational field test. Student's akhlak measurement use four instruments which students, students' classmate, akhlak's teacher, conseling teacher, and class guardian or others as raters. Data collecting use self report methode and indirect observation.

Population of this study was non boarding madrasah aliyah students in Banten province. Sampling used six madrasah aliyah which consist of four public madrasah aliyah and two private madrasah aliyah. All of sampling are 291 students and 26 teachers by purposive sampling approach. The data from preliminary study were analyzed by using qualitative discriptive analysis. The data from main field test was analyzed by using "item-total correlated" to get some information about items which have good discriminant. Parsial analysis was conducted based on program (IPA-IPS-Agama), gender (boy and girl).

Instrument validity treatment are consist of face validity and content validity (by FGD and expert judgment), construct validity by using Confirmatory Factor Analysis (CFA) applying the Robust Maximum Likelihood (RML) method. Analysis were conducted in four steps such as with weight and without weight, with gender and non – gender. The reliability of instrumen was computed based on generalizeability theory and internal consistency reliability.

The results of this study are : (1) The reliability of instrumen IA are in range 0.865 (high); interater reliability of student's friend and *akhlak* teacher is 0.851; interater reliability of conseling teacher and non *akhlak* teacher is 0.866. Both of this value are higher than the minimum crieteria, 0.70. (2) The stability of instrumen are in range 0.715 - 0.858 (good to very good). (3) Confirmatory Factor Analysis (CFA) present that construct model of each dimension (with and without weight, and gender or non – gender) fit the hypothesized model. The result of second order for student's *akhlak* measurement model fits the hypothesized model. Based on the study results, can be concluded that all instruments (IA, IB, IIA, IIB) can be used as instruments on student's akhlak assessment model in Madrasah Aliyah. Assessment system which part of the model development, after simulated and confirmed shown that 90 % student's fits with student's performance.