**ABSTRAK**

HAFSA, *Pengembangan Perangkat Penilaian Kinerja Praktikum dan Hasil Belajar Fisika pada SMK Negeri 1 Liliriaja Kabupaten Soppeng* Jurusan Penelitian dan Evaluasi Pendidikan Program Pascasarjana (PPs) UNM Makassar, (dibimbing oleh Patta Bundu dan Kaharuddin Arafah).

Penelitian ini bertujuan untuk: (1) mengembangkan perangkat penilaian hasil belajar fisika berbasis kinerja yang valid dan reliabel, dan (2) mengetahui tingkat efektivitas perangkat penilaian hasil belajar fisika berbasis kinerja.

 Langkah pengujian instrumen penilaian diawali dengan pengujian validitas oleh tim ahli/pakar sebanyak dua orang dosen guna memproleh justifikasi konseptual pada instrumen yang dikembangkan yang dianalisis menggunakan pendekatan kualitatif maupun secara kuantitatif.

Hasil penelitian menunjukan bahwa pengujian pada tim ahli/pakar menunjukan bahwa rata-rata skor perangkat instrumen penilaian kinerja sangat tinggi dan reliabel , instrumen tes hasil belaja dengan rata-rata skor sangat tinggi dan reliabel , instrumen angket respons dengan rata-rata sangat tinggi dan reliabel , dan perangkat tugas LKS dengan rata-rata skor setiap aspek sangat tinggi dan reliabel. Hal ini berarti bahwa penilaian kinerja praktikum dan hasil belajar fisika yang dikembangkan secara konseptual sudah layak untuk digunakan. Selanjutnya perangkat instrumen penilaian kinerja praktikum dan hasil belajar fisika telah memenuhi tingkat keefektivan dengan ditunjukan ketercapaian hasil belajar peserta didik dan respon setuju dan sangat setuju

**ABSTRACT**

HAFSA, The Development of Assessment Devices of Phyisics Learning Outcomes Based Performance at SMKN 1 Liliriaja, Soppeng (supervised by Patta Bundu and Kaharuddian Arafah).

This study aimed to: (1) develop the assessment device of physics learning outcomes, based on valid andreliable performance, and (2) determine the level of effectiveness of assessment device of physics learning outcomes based performance.

 Stages of assessment instruments testing starting by testing the validity of the advance, then validated in a qualitative as well as testing by a teamof experts/specialists as six professors and an alumnus to obtain conceptual justification of the instrument developed and were analyzed using qualitative and quantitative approaches.

 The results showed that testing on a team of specialists / experts showed that the mean score of the instrument device of performance assessment is 3,67 to reliability coefficient 0,75, instrument of learning outcomes test with mean score 3,67 of reliability coefficient 0,75, instrment of the response questionnaire with mean score 3.87 of reliability coefficient 0,91, and instrument of students worksheet with mean scoreof each aspect 3,67 by a reliability coefficient of 0,75. This means that the assessment of physics learning outcomes based performance developed conceptually is feasible to use. Furthermore the assessment instruments physics learning outcomes based performance have meet the level of effectiveness indicated by the students’ achievement of learning outcomes and by egree and stroungly agree responses.