

ABSTRAK

Penelitian ini berjudul “Korelasi Kompetensi Pedagogik Guru terhadap Kemampuan Asesmen Awal Perkembangan Anak Usia Dini”. Tujuan penelitian ini adalah untuk mengetahui hubungan antara kompetensi pedagogik guru dengan kemampuan asesmen awal perkembangan anak usia dini. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Populasi penelitian meliputi seluruh guru Pendidikan Anak Usia Dini (PAUD) di Sekolah Penggerak Kabupaten Bangkalan yang berjumlah 49 guru. Teknik pengambilan sampel yang digunakan adalah total sampling, yaitu seluruh anggota populasi dijadikan sebagai sampel penelitian. Berdasarkan klasifikasinya, total sampling termasuk ke dalam teknik probability sampling, karena setiap anggota populasi memiliki kesempatan yang sama untuk menjadi sampel. Pengumpulan data dilakukan menggunakan angket kompetensi pedagogik guru dan lembar asesmen kemampuan guru dalam melaksanakan asesmen awal perkembangan anak usia dini. Analisis data meliputi uji validitas, reliabilitas, normalitas, linearitas, serta uji korelasi Pearson Product Moment dengan bantuan program SPSS versi 23. Hasil penelitian menunjukkan nilai signifikansi (Sig.) sebesar 0,000 ($< 0,01$), yang menandakan adanya hubungan signifikan antara kedua variabel. Nilai r hitung sebesar 0,983 menunjukkan hubungan positif yang sangat kuat. Koefisien determinasi (R^2) sebesar 0,966 menunjukkan bahwa 96,6% kemampuan asesmen awal dipengaruhi oleh kompetensi pedagogik guru.

Kata kunci: asesmen awal, kompetensi pedagogik, perkembangan anak usia dini, sekolah penggerak,

ABSTRACT

This study is entitled "Correlation of Teacher Pedagogical Competence to Early Childhood Development Assessment Skills". The purpose of this study is to determine the relationship between teacher pedagogical competence and early childhood development assessment skills in Mover Schools in Bangkalan Regency. This study uses a quantitative approach with a correlational method. The study population includes all Early Childhood Education (PAUD) teachers in Mover Schools in Bangkalan Regency, totaling 49 teachers. The sampling technique used is total sampling, that is, all members of the population are used as research samples. Based on its classification, total sampling is included in the probability sampling technique, because each member of the population has an equal opportunity to be a sample. Data collection was carried out using a teacher pedagogical competence questionnaire and an assessment sheet of teacher abilities in carrying out early childhood development assessments. Data analysis included validity, reliability, normality, linearity, and Pearson Product Moment correlation tests using SPSS version 23. The results showed a significance value (Sig.) of 0.000 (<0.01), indicating a significant relationship between the two variables. The calculated r value of 0.983 indicates a very strong positive relationship. The coefficient of determination (R^2) of 0.966 indicates that 96.6% of initial assessment skills are influenced by teachers' pedagogical competence.

Keywords: *initial assessment, pedagogical competence, early childhood development, driving schools*