

## ABSTRAK

**Yuningsih Siregar, (2016).** Pengembangan Tes Diagnostik Untuk Menganalisis Kesulitan Belajar Siswa Pada Materi Kesebangunan Ditinjau dari Taksonomi Blom di Sekolah Menengah Pertama Sederajat Medan. Tesis Program Studi Pendidikan Matematika Pascasarjana Universitas Negeri Medan, 2016.

Tujuan penelitian pengembangan perangkat pembelajaran ini menyelidiki validitas dan reliabilitas tes diagnostik kesebangunan yang dikembangkan, serta kesulitan yang dialami siswa kelas IX SMP sederajat Medan ketika belajar kesebangunan. Penelitian ini dilaksanakan di MTs.N 1 Medan sebanyak 43 siswa, SMP Darul Aman Medan sebanyak 36 siswa dan SMP YPK Medan sebanyak 32 siswa yang keseluruhan sebanyak 111 siswa SMP. Penelitian ini merupakan suatu studi pengembangan perangkat pembelajaran dengan menggunakan model Thiagarajan Semmel dan Semmel. Subjek penelitian dalam penelitian ini adalah siswa kelas IX-9 MTs.N 1 Medan, siswa kelas IX-1 SMP Darul Aman Medan, siswa kelas IX-B SMP YPK Medan. Data diperoleh melalui tes diagnostik uji coba sebanyak I satu kelas dan dilanjutkan uji coba II sebanyak tiga kelas serta hasil wawancara kesulitan belajar siswa materi kesebangunan. Hasil analisis data menunjukkan bahwa tes diagnostik materi kesebangunan yang dikembangkan valid dan reliabel. Persentase siswa yang mengalami kesulitan dalam menyelesaikan soal berdasarkan empat jenis kemampuan di MTs.N 1, SMP Darul Aman, dan SMP YPK Medan berturut-turut diperoleh *language knowledge* sebesar 36,47%, 39,77%, 38,16%; *schematic knowledge* sebesar 44,69%, 46,27%, 45,41%, *strategy knowledge* sebesar 40,14%, 43,96%, 45,41%; *algorithmic knowledge* sebesar 50,11%, 59,97%, 62,93%. Persentase siswa yang mengalami kesulitan dalam menyelesaikan soal berdasarkan enam aspek kognitif di MTs.N 1, SMP Darul Aman, dan SMP YPK Medan berturut-turut diperoleh C1 (pengetahuan) sebesar 29,84%, 23,61%, 26,04%; C2 (pemahaman) sebesar 31,84%, 29,27%, 32,21%; C3 (aplikasi) sebesar 42,27%, 43,14%, 41,18%, C4 (analisis) sebesar 56,26%, 57,54%, 46,58%; C5 (sintesis) sebesar 45%, 50,14%, 51,25%; C6 (evaluasi) sebesar 55,32%, 58,48%, 50,16%. Temuan penelitian merekomendasikan pengembangan tes diagnostik ditinjau dari taksonomi Bloom dijadikan salah satu perangkat pembelajaran yang digunakan di sekolah utamanya untuk menganalisis kesulitan belajar siswa agar dapat dilakukan perbaikan dalam pembelajaran.

**Kata Kunci : Tes Diagnostik, Kesulitan Belajar Siswa**

## ABSTRACT

**Yuningsih Siregar, (2016). Development of Diagnostic Test To Analyze Student Learning Difficulties Judging from the similarity to Content Taxonomy Blom lower secondary education or equivalent field. Thesis Mathematics Education Graduate Medan State University, 2016.**

The purpose of this research study investigating the development of the validity and reliability of diagnostic tests developed congruency, and the difficulties experienced by students of class IX SMP equivalent Medan when learning congruency. This research was conducted in MTs.N 1 Terrain as many as 43 students, SMP Darul Aman Terrain as many as 36 students and SMP YPK Terrain overall total of 32 students were as many as 111 junior high school students, this study is a study of the development of the learning device by using the model and Semmel Semmel Thiagarajan. Research subjects in this study were students of class IX-9 MTs.N 1 Medan, students of class IX-1 SMP Darul Aman Medan, students of class IX-B SMP YPK Medan. Data obtained through diagnostic testing trial as a class I and II trials continued for three classes and interviews students' learning difficulties congruency material. The result showed that the diagnostic test developed material congruency valid and reliable. The percentage of students who have difficulties in solving problems based on four types of abilities in MTs.N 1, SMP Darul Aman, SMP YPK Medan consecutive language knowledge gained by 36,47%, 39,77%, 38,16%; schematic knowledge amounted to 44,69%, 46,27%, 45,41%, knowledge strategy by 40,14%, 43,96%, 45,41%; Algorithmic knowledge amounted to 50,11%, 59,97%, 62,93%. The percentage of students who have difficulty in solving problems by six cognitive aspects in MTs.N 1, SMP Darul Aman, dan SMP YPK consecutive Medan acquired C1 (knowledge) of 29,84%, 23,61%, 26,04%; C2 (understanding) of 31,84%, 29,27%, 32,21%; C3 (application) of 42,27%, 43,14%, 41,18%, C4 (analysis) of 56,26%, 57,54%, 46,58%; C5 (synthesis) is 45%, 50,14%, 51,25%; C6 (evaluation) of 55,32%, 58,48%, 50,16%. The finding of the study recommended the development of diagnostic tests in terms of Bloom's taxonomy used as one of the learning device used in primary schools to analyze student learning difficulties in order to do improvements in learning.

**Keywords: Diagnostic Tests, Learning Difficulties Students**