

ABSTRAK

Yuli Novita Sari. NIM 8166191020. Pengembangan Perangkat Penilaian Autentik Teks Eksposisi Berbasis *Higher Order Thinking Skills* (HOTS) pada Siswa Kelas X SMA Negeri 1 Bandar Bener Meriah. Tesis. Medan: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Program Pascasarjana Universitas Negeri Medan, 2019.

Proses pembelajaran dan instrumen penilaian yang diberikan belum berorientasi untuk mengembangkan kemampuan berpikir tingkat tinggi pada siswa. Penelitian ini bertujuan untuk mendeskripsikan proses pengembangan perangkat penilaian autentik teks eksposisi berbasis HOTS pada siswa kelas X SMA Negeri 1 Bandar Bener Meriah; mendeskripsikan bagaimana kelayakan Perangkat penilaian autentik teks eksposisi berbasis HOTS, dan mendeskripsikan hasil belajar siswa dengan menggunakan Perangkat penilaian autentik teks eksposisi berbasis HOTS. Penelitian ini merujuk pada model pengembangan Borg & Gall. Hasil penelitian menunjukkan bahwa: (1) pengembangan perangkat penilaian autentik teks eksposisi berbasis HOTS didasarkan penelitian dan pengumpulan informasi pendahuluan, perencanaan, pengembangan produk awal, validasi desain dan evaluasi, revisi produk, penilaian dan saran guru bahasa serta siswa, revisi, uji coba perorangan, revisi, uji coba kelompok kecil, revisi, uji coba lapangan terbatas, revisi hingga produk valid dan layak digunakan; (2) persentase rata-rata seluruh sub komponen dari hasil validasi ahli desain adalah 81% dengan kriteria “sangat baik”. Persentase rata-rata seluruh indikator dari hasil validasi ahli evaluasi untuk instrumen bentuk uraian adalah 95,7%, untuk instrumen pilihan ganda adalah 94%, dan untuk instrumen psikomotor adalah 86,83%. Seluruh penilaian ahli evaluasi berada pada kriteria “sangat baik”. Hasil respon guru memiliki total presentase rata-rata 88% dengan kriteria “sangat baik”. Hasil respon siswa dinyatakan layak dan memenuhi kebutuhan dengan kriteria keseluruhan “sangat baik”; dan (3) keefektifan perangkat penilaian autentik teks eksposisi berbasis HOTS diperoleh rata-rata 81,2. Disimpulkan bahwa kemampuan siswa mengalami kenaikan yang signifikan tinggi dan mencapai KKM sesuai yang diharapkan.

Kata kunci: Penilaian Autentik, Teks Eksposisi, *Higher Order Thinking Skills*

ABSTRACT

Yuli Novita Sari. NIM 8166191020. Development of the Authentic Device Exposition Text Based on Higher Order Thinking Skills (HOTS) in Class X Students of Bandar Bener Meriah 1 High School. Thesis. Medan: Indonesian Language and Literature Education. Postgraduate Program State University of Medan, 2019.

The learning process and assessment instruments provided have not been oriented to developing high-level thinking skills in students. This study aims to describe the process of developing HOTS-based authentic exposition text assessment tools in class X of Bandar Bener Meriah 1 High School; describing how feasibility The tool for authenticating HOTS-based exposition text, and describing student learning outcomes using the HOTS-based authentic exposition text tool. This research refers to the development model of Borg & Gall. The results showed that: (1) the development of HOTS-based authentic exposition text assessment tools was based on research and preliminary information collection, planning, initial product development, design validation and evaluation, product revisions, assessment and language and student teacher suggestions, revisions, individual trials , revisions, small group trials, revisions, limited field trials, revisions to valid and feasible products; (2) the average percentage of all sub-components from the validation of design experts is 81% with the criteria of "very good". The average percentage of all indicators from the results of expert evaluation validation for the description form instrument was 95.7%, for the multiple choice instrument was 94%, and for the psychomotor instrument was 86.83%. All evaluations of evaluation experts are in the criteria of "very good". The results of teacher responses have a total percentage of an average of 88% with the criteria of "very good". The results of the response of students were declared feasible and fulfilled their needs with the overall criteria of "very good"; and (3) the effectiveness of the HOTS-based authentic exposition text assessment tool obtained an average of 81.2. It was concluded that the ability of students to experience a significant increase was high and reached of minimal completeness criteria as expected.

Keywords: Authentic Assessment, Exposition Text, Higher Order Thinking Skills