ABSTRAK

ATIKA SADARIAH NASUTION. Pengembangan Instrumen Penilaian Berbasis Keterampilan Berpikir Tingkat Tinggi pada Mata Kuliah Keterampilan Bahasa Reseptif Mahasiswa Pendidikan Bahasa dan Sastra Indonesia Unimed. Tesis. Medan: Program Studi Pendidikan Bahasa dan Sastra Indonesia Pascasarjana Universitas Negeri Medan, 2021.

Pengembangan instrumen penilaian berbasis keterampilan berpikir tingkat tinggi berupa instrumen penilaian yang disusun berdasarkan kebutuhan siswa pada kurikulum KKNI. Tujuan penelitin ini adalah untuk menghasilkan instrumen penilaian (tes) berbasis keterampilan berpikir tingkat tinggi yang valid, efektif dan berkualitas digunakan dalam pembelajaran. Penelitian ini merupakan penelitian pengembangan (R and D) dengan model pengembangan Brog and Gall yang telah disesuaikan dengan kebutuhan penelitian. Instrumen pengumpulan data menggunakan analisis terhadap angket kebutuhan mahasiswa dan dosen, validasi dari ahli evaluasi dan materi, analisis keefektifan instrumen penilaian melalui angket responsif mahasiswa dan dosen serta mengukur kualitas instrumen penilaian melalui ujicoba validitas instrumen. Berdasarkan hasil penelitian menunjukkan bahwa hasil validasi evaluasi terhadap kelayakan isi pada soal pilihan berganda diperoleh skor 88,75% dan soal uraian diperoleh skor 87,75% berkriteria sangat valid dan layak diuji cobakan. Hasil penilaian ahli materi terhadap kelayakan isi dan bahasa pada soal pilihan berganda diperoleh skor 87,75% dan soal uraian diperoleh skor 84,38% berkriteria sangat valid dan layak diuji cobakan. Berdasarkan analisis keefektifan instrumen penilaian dari dua dosen diperoleh mencapai 90,27% dan terhadap sepuluh mahasiswa diperoleh 86,42% artinya instrumen penilaian ini efektif. Hasil ujicoba kualitas instrumen dengan ujicoba validitas instrument diperoleh kriteria r hitung $\geq$ r tabel dengan rata-rata skor 0,51 $\geq$0,334 maka dikatakan valid. Hal tersebut menunjukan bahwa keterampilan berpikir tingkat tinggi sudah tercakup dalam instrumen penilaian ini sehingga dapat menjadi bahan pertimbangan dan alternatif bagi dosen dalam pemilihan instrumen penilaian pembelajaran yang berorientasi pada keterampilan berpikir tingkat tinggi khususnya pada mata kuliah Keterampilan Bahasa Reseptif untuk mendukung proses belajar mengajar.

Kata Kunci: Instrumen Penilaian, Keterampilan Berpikir Tingkat Tinggi , Bahasa Reseptif

ABSTRACT

ATIKA SADARIAH NASUTION. Development of Assessment Instruments Based on High-Level Thinking Skills in the Receptive Language Skills Course for Unimed Indonesian Language and Literature Education Students. Thesis. Medan: Indonesian Language and Literature Education Study Program, State University of Medan, 2021.

The development of an assessment instrument based on higher-order thinking skills in the form of an assessment instrument based on the needs of students in the KKNI curriculum. The aim of this research is to produce a valid, effective and quality assessment (test) based instrument of higher order thinking skills used in learning. This research is a development research (R and D) with the Brog and Gall development model that has been tailored to the needs of the research. The data collection instrument used analysis of student and lecturer needs questionnaires, validation of evaluation and material experts, analysis of the effectiveness of assessment instruments through student and lecturer responsive questionnaires and measuring the quality of the assessment instruments through instrument validity trials. Based on the results of the study, it shows that the results of the validation evaluation of the feasibility of the contents on the multiple choice questions obtained a score of 88.75% and the essay questions obtained a score of 87.75% with very valid criteria and worthy of being tested. The results of the material expert's assessment of the feasibility of content and language on multiple choice questions obtained a score of 87.75% and the essay questions obtained a score of 84.38% with very valid criteria and worthy of being tested. Based on the analysis of the effectiveness of the two lecturers' assessment instruments, it was obtained 90.27% and for ten students it was 86.42%, meaning that this assessment instrument was effective. The results of testing the quality of the instrument with the validity of the instrument obtained by the criteria r count $\geq$ r table with an average score of 0.51 $\geq$ 0.334, then it is said to be valid. This shows that high-order thinking skills are included in this assessment instrument so that it can be considered and an alternative for lecturers in the selection of learning assessment instruments that are oriented towards higher-order thinking skills, especially in the Receptive Language Skills course to support the teaching and learning process.

Keywords: Assessment Instruments, High Level Thinking Skills, Receptive Language