

## ABSTRAK

**Ivana Odelia Nainggolan, NIM 4182141021 (2018). Analisis Butir Soal Tes Sumatif Biologi Pada Semester Ganjil Kelas 11 MIA Di SMA Methodist – 8 Medan.**

Analisis butir soal merupakan aktivitas untuk menentukan kualitas dan tingkat dari butir soal. Hasil analisis dapat digunakan untuk meningkatkan butir soal yang telah di buat. Namun beberapa guru jarang bahkan tidak pernah menganalisis butir soal yang digunakan untuk tes. Tujuan penelitian ini adalah untuk menentukan kualitas butir soal tes sumatif biologi Pada Semester Ganjil Kelas 11 MIA Di SMA Methodist – 8 Medan tahun ajaran 2020/2021 dan 2021/2022 menggunakan analisis kuantitatif, kualitatif, dan ranah kognitif Taksonomi Bloom. Penelitian deskriptif ini mencakup seluruh siswa kelas 11 MIA tahun ajaran 2020/2021 dan 2021/2022 dan butir soal tes sumatif biologi. Pada butir soal 11 MIA tahun ajaran 2020/2021, pada uji validitas terdapat 4 butir soal (16%) yang valid dan 21 butir soal (84%) tidak valid, reliabilitas -1.82 (sangat rendah), tingkat kesukaran terdapat 23 butir soal (92%) yang mudah, dan 2 butir soal (8%) yang sedang, daya pembeda terdapat 19 butir soal (76%) yang buruk, 4 butir soal (16%) yang sedang, 1 butir soal (4%) yang baik, dan 1 butir soal lainnya (4%) sangat baik, keberfungsian pengecoh terdapat 3 butir soal (12%) yang sangat baik, 14 butir soal (56%) baik, dan 8 butir (32%) kurang baik. Pada ranah kognitif Taksonomi Bloom C1 ada 13 butir soal (52%), C2 ada 7 butir soal (28%), C3 dan C4 masing-masing 2 butir soal (8%) dan C5 1 butir soal (4%). Pada butir soal 11 MIA tahun ajaran 2021/2022, pada uji validitas terdapat 12 butir soal (48%) yang valid dan 13 butir soal (52%) tidak valid. reliabilitas 0.28 (rendah), daya pembeda terdapat 13 butir soal (52%) yang buruk, 9 butir soal (36%) yang sedang, dan 3 butir soal (12%) yang baik, tingkat kesukaran terdapat 24 butir soal (96%) yang mudah, dan 1 butir soal (4%) yang medium, keberfungsian pengecoh terdapat 2 butir soal (8%) yang sangat baik, 11 butir soal (44%) yang baik, 8 butir soal (32%) yang kurang baik, dan 4 butir soal (16%) yang buruk. Pada ranah kognitif Taksonomi Bloom C1 ada 13 butir soal (52%), C2 ada 7 butir soal (28%), C3 terdapat 2 butir soal ( 8%), C4 5 butir soal (20%) dan C5 1 butir soal (4%). Seluruh butir soal memenuhi aspek materi dan bahasa. Namun, hanya 23 butir soal tidak memenuhi salah satu aspek konstruksi.

**Kata Kunci : Analisis, Tes Sumatif biologi, Kuantitatif, Kualitatif, Taxonomy Bloom.**

## ABSTRACT

**Ivana Odelia Nainggolan, NIM 4182141021 (2018). Analysis Of Biology Summative Test Items At Odd Semester Of Class 11 MIA In Methodist – 8 Medan Senior High School.**

Analysis of the test items is an activity to determine the quality and the level of the test items. The result of the analysis can be used to improve the items that have been made. But some teachers rarely even never analyze the items that used for the test. The purpose of the research is to determine the quality of biology summative test items at odd semester of class 11 MIA in Methodist - 8 Senior High School Academic Year 2020/2021 and 2021/2022 by quantitative, qualitative and the level distribution of cognitive domain taxonomy bloom. This descriptive research including all the students of class 11 MIA academic year 2020/2021 and 2021/2022 as the subject and the biology summative test item as the object of the research. The test items of 11 MIA with academic year 2020/2021, shows the result in the validity there are 4 test items (16%) valid and 21 test items (84%) invalid. Reliability is -1.82 (very low). The difficulty index are 23 test items (92%) Easy, and 2 test items (8%) Medium. In discriminating index there are 19 test items (76%) Bad, 4 test items (16%) Medium, 1 test items (4%) Good, and 1 other test items (4%) Very Good. Distractor function are 3 test items (12%) that are very good, 14 test items (56%) good and 8 test items (32%) less good. All test items have entered the category of very good questions based on the content aspect and language with a percentage of results of 100%. But 2 test items (8%) fulfill all construction aspects and 23 test items (92%) do not meet one construction aspect. The dominant cognitive level of Taxonomy Bloom are C1 are 13 test items (52%), C2 are 7 test items (28%), C3 and C4 each with 2 test items (8%), C5 is 1 test item (4%). The test items of 11 MIA with academic year 2021/2022 must be shown in the validity there are 12 (48%) test items are valid and 13 other test items (52%) are invalid. Reliability is 0.28 (low). Discriminating index are 13 test items (52%) that are Bad, 9 test items (36%) Medium, and 3 test items (12%) Good. Difficulty index are 24 test items (96%) Easy, and 1 test items (4%) are Medium. And distractor function are 2 test items (8%) that are very good, 11 test items (44%) good, 8 test items (32%) less good, and 4 test items (16%) bad. All test items have entered the category of very good questions based on the content aspect and language with a percentage of results of 100%. But 2 test items (8%) fulfill all construction aspects and 23 test items (92%) do not meet one construction aspect. The dominant cognitive level of Taxonomy Bloom are C1 are 13 test items (52%), C2 are 7 test items (28%), C3 and C4 each with 2 test items (8%), C5 is 1 test item (4%). In the test of items of 11 MIA with academic year 2021/2022 is C1 are 10 test items (40%), C2 are 7 test items (28%), C3 are 2 test items (8%), C4 are 5 test items (20%), and C5 is 1 test item (4%).

**Keyword : Analysis, Biology Summative Test Items, Quantitative, Qualitative, Taxonomy Bloom.**