

Pengembangan Instrumen Evaluasi Interaktif Berbasis Pendekatan STEAM pada Kompetensi Pengetahuan IPS Siswa Kelas V SD No. 3 Sibanggede

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ABSTRAK

Penelitian pengembangan ini bertujuan yaitu untuk mengetahui rancang bangun serta mengetahui kelayakan butir soal instrumen evaluasi interaktif berbasis pendekatan STEAM pada kompetensi pengetahuan IPS kelas V SD. Penelitian ini menggunakan pengembangan model ADDIE. Berdasarkan hasil validitas melalui lembar angket validator yaitu hasil validasi ahli isi mata pelajaran 76,67% berkualifikasi baik, serta validasi dua ahli isi mata pelajaran untuk mengetahui kesesuaian butir soal, didapatkan hasil analisis yaitu 1 yang bermakna bahwa validitas isi butir soal sangat tinggi, ahli desain pembelajaran 87,5% berkualifikasi baik, dan ahli media pembelajaran 92,85% berkualifikasi sangat baik. Selanjutnya yaitu menganalisis kelayakan soal pada instrument evaluasi yang mana subjek dari penelitian ini berjumlah 25 siswa. Dengan soal pilihan ganda berjumlah 40 butir. Hasil analisis soal yang didapat menunjukkan (1) sebanyak 50% dari 40 soal valid, (2) reliabilitas sangat tinggi, (3) 27,5% dari 40 atau sekitar 11 soal mudah, 60% atau 24 soal tingkat kesukarannya sedang, dan 12,5% atau 5 soal berada ditingkat sukar, (4) Sebanyak 77,5% butir soal memiliki daya beda yang kurang baik, 5% dikategorikan baik, dan 10% cukup baik, (5) Hasil dari uji efektivitas pengecoh adalah 23% berkategori sangat baik, 20% berkategori baik, 17% berkategori kurang baik, 17% berkategori jelek, dan 23% berkategori sangat jelek. Jadi dapat disimpulkan dari hasil validasi ahli bahwa instrumen evaluasi interaktif berbasis pendekatan STEAM pada kompetensi pengetahuan IPS layak untuk digunakan serta butir soal yang dapat digunakan hanya 50% dari total 40 soal yang sudah melalui analisis butir soal.

Kata Kunci: *Instrumen, Evaluasi, STEAM.*

ABSTRACT

This development research aims to determine the design and to determine the feasibility of the items of interactive evaluation instruments based on the STEAM approach in the social sciences knowledge competence of class V elementary school. This research uses the ADDIE model development. Based on the results of the validity through the validator questionnaire sheet, namely the results of the validation of subject content experts 76.67% well qualified, as well as the validation of two subject content experts to determine the suitability of the items, the results of the analysis are 1 which means that the content validity of the items is very high, expert 87.5% of learning designs are well qualified, and 92.85% of learning media experts are very well qualified. Next is to analyze the feasibility of the questions on the evaluation instrument in which the subjects of this study amounted to 25 students. With multiple choice questions totaling 40 items. The results of the analysis of the questions obtained show (1) as many as 50% of 40 valid questions, (2) very high reliability, (3) 27.5% of 40 or about 11 easy questions, 60% or 24 questions of moderate difficulty, and 12.5% or 5 questions are at the difficult level, (4) As many as 77.5% of the items have poor distinguishing power, 5% are categorized as good, and 10% are quite good, (5) The results of the distractor effectiveness test are 23% categorized very good, 20% in the good category, 17% in the poor category, 17% in the bad category, and 23% in the very bad category. So it can be concluded from the results of expert validation that the interactive evaluation instrument based on the STEAM approach on social science knowledge competence is feasible to use and only 50% of the 40 items that have been through item analysis have been used.

Keywords: Instrument, Evaluation, STEAM.

