

ABSTRAK

Caroline. 2025. Pengembangan Instrumen Tes Diagnostik Kognitif Mata Pelajaran Geografi Pada Peserta Didik Kelas X SMA Negeri di Denpasar. Tesis . Jurusan Penelitian dan Evaluasi Pendidikan. Program Pasca Sarjana. Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I: Prof. Dr. Desak Putu Parmiti, M.S., dan Pembimbing II: Dr. Nyoman Trisna Herawati, S.E.Ak., M.Pd.

Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan instrumen tes diagnostik kognitif, hasil dan proses pengembangan instrumen tes diagnostik kognitif, kualitas instrumen tes diagnostik kognitif mata pelajaran Geografi khususnya pada kelas X SMA Negeri di Denpasar. Penelitian ini merupakan penelitian dan pengembangan model ADDIE. Data diperoleh dari observasi dan tes yang dianalisis secara kuantitatif dengan teori tes klasik. Hasil penelitian ini menunjukkan bahwa 1) penelitian ini dilakukan atas dasar belum tersedianya instrumen tes diagnostik kognitif mata pelajaran Geografi kelas X SMA Negeri di Denpasar, 2) proses pengembangan instrumen tes diagnostik kognitif mata pelajaran Geografi kelas X SMA Negeri di Denpasar terdiri atas sepuluh tahapan, yaitu menentukan spesifikasi instrumen, menulis instrumen, menentukan sistem penskoran, menelaah instrumen, merakit instrumen, melakukan ujicoba terbatas, menganalisis hasil ujicoba, melakukan uji coba besar, menganalisis hasil uji coba dan mengarsipkan butir soal yang baik. Penelitian ini menghasilkan 37 butir soal pengembangan instrumen tes diagnostik kognitif mapel Geografi. Prosedur uji coba pengembangan instrumen penilaian meliputi uji validitas isi menggunakan indeks Content Validity Ratio (CVR), konsistensi internal butir menggunakan rumus koefisien point biserial, reliabilitas instrumen menggunakan rumus KR 20, uji daya beda butir, tingkat kesukaran dan efektifitas pengecoh. Hasil penelitian pertama ialah menyusun instrumen yang sesuai dengan kebutuhan pembelajaran, serta kualitas instrument yang menunjukkan bahwa: (1) Nilai CVR pada tiap soal adalah 1,00 yang menyatakan instrumen yang dikembangkan valid (2) Indeks validitas setiap butir soal lebih besar dari pada r tabel dan reliabilitas instrumen diperoleh hasil 0,8762 dengan kategori sangat tinggi. Adapun butir instrument daya pembeda 34 butir termasuk kategori tinggi dan 3 butir dalam kategori rendah, dengan tingkat kesukaran butir soal kategori mudah sebanyak 29 butir, sedang sebanyak 7 butir dan sukar sebanyak 1 butir serta efektifitas pengecoh menghasilkan kategori efektif, revisi dan ditolak, sehingga dapat disimpulkan instrumen asesmen yang dihasilkan telah valid dan reliabel serta dapat membedakan kualitas peserta didik dengan baik.

Kata kunci : Instrumen tes diagnostik kognitif, mata pelajaran Geografi, kelas X, SMA Negeri, Denpasar

ABSTRACT

Caroline. 2025. *Development of Cognitive Diagnostic Test Instrument for Geography Subject For Grade X Students of Public Senior High School In Denpasar*. Thesis. Educational Research and Evaluation, Graduate Program, Ganesha University of Education.

This thesis has been approved and examined by Advisor I, Prof. Dr. Desak Putu Parmiti, M.S., and Advisor II, Dr. Nyoman Trisna Herawati, S.E.Ak., M.Pd.

This study aims to analyze the development needs, the implementation process and outcomes, and the quality of a cognitive diagnostic test instrument for Geography, specifically for tenth-grade students in public senior high schools in Denpasar. This research and development (R&D) study adapted the ADDIE model. Data were gathered through observations and tests, which were then analyzed quantitatively with classical test theory. The findings indicate that: 1) this research was initiated due to the absence of cognitive diagnostic test instruments for tenth-grade Geography in Denpasar's public high schools, 2) the development process of the cognitive diagnostic test instrument comprised ten stages: defining instrument specifications, item drafting, determining the scoring system, reviewing the instrument, assembling the instrument, conducting a limited trial, analyzing trial results, conducting a large-scale trial, analyzing large-scale trial results, and archiving high-quality test items. This study produced 37 developed items for the Geography cognitive diagnostic test. The trial procedures for the assessment instrument included content validity testing using the Content Validity Ratio (CVR) index, item internal consistency using the point-biserial correlation coefficient formula, instrument reliability using the KR-20 formula, item discrimination power, item difficulty level, and distractor effectiveness. The primary outcome of this research is the construction of an instrument tailored to learning needs, with quality indicators demonstrating that: (1) the CVR value for each item is 1.00, indicating that the developed instrument is valid, (2) the validity index for each item exceeds the t -table value, and the instrument's reliability coefficient reached 0.8762, which falls into the very high category. Furthermore, regarding item discrimination power, 34 items were categorized as high and 3 items as low. In terms of item difficulty, 29 items were categorized as easy, 7 as moderate, and 1 as difficult. The distractor efficiency analysis resulted in items being categorized as effective, requiring revision, or rejected. In conclusion, the resulting assessment instrument is valid, reliable, and capable of effectively differentiating student capabilities.

Keywords : *Cognitive Diagnostic Test Instrument, Geography Subject, grade 10, Public Senior High School, Denpasar*