

# **PENGEMBANGAN INSTRUMEN PENILAIAN HASIL BELAJAR MATEMATIKA DI SD KELAS IV**

Oleh

**Ni Putu Krismayanti Sentana Putri, 1611031247**

**Prodi Pendidikan Guru Sekolah Dasar**

## **ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan tahapan pengembangan instrumen, menguji validitas instrumen, dan mengetes reliabilitas instrumen penilaian hasil belajar matematika siswa. Penelitian ini merupakan penelitian pengembangan menggunakan model 4 D, yaitu: tahap pendefinisian (*define*), tahap perancangan atau desain (*design*), tahap pengembangan (*develop*), dan penyebaran (*disseminate*). Subjek penelitian ini adalah siswa kelas IV. Metode pengumpulan data yang digunakan adalah wawancara, pencatatan dokumen, angket, dan tes. Berdasarkan metode pengumpulan data, maka instrumen yang digunakan adalah jurnal atau agenda, lembar kuesioner atau angket, dan perangkat tes hasil belajar. Data yang terkumpul dari instrumen, dianalisis dengan teknik analisis data deskriptif, analisis data deskriptif kuantitatif, produk moment, dan analisis statistik KR-20. Hasil penelitian ini adalah 1) tahapan pengembangan instrumen penilaian hasil belajar matematika materi bangun datar, 2) produk ini sudah divalidasi oleh ahli matematika dengan nilai rata-rata 34,46 sehingga dikategorikan “baik”, dan produk ini sudah diuji cobakan kepada siswa kelas IV sebanyak 25 soal dengan hasil 20 soal valid dan 5 soal tidak valid, 3) produk ini sudah diuji reliabilitasnya yaitu 0,94 dengan kategori “reliabel sangat tinggi”. Dengan demikian dapat disimpulkan bahwa instrumen penilaian yang dikembangkan layak digunakan untuk mengukur hasil belajar matematika siswa. Oleh sebab itu, instrumen ini disarankan untuk digunakan jika hendak mengukur hasil belajar matematika pada materi bangun datar untuk siswa kelas IV.

**Kata-kata kunci:** instrumen, penilaian, hasil belajar, matematika.

## **ABSTRACT**

*This research was motivated by many factors, one of which was that the teacher had difficulty in developing instruments for assessing mathematics learning outcomes in grade IV. The purpose of this study was to describe the stages of instrument development, to test the validity of the instrument, and to test the reliability of the instrument for assessing mathematics learning outcomes. This development research used the 4 D model, such as: defining, designing, developing, and distributing stages. The subjects of this study were fourth grade students. Data collection methods from this study were interviews, document recording, questionnaires, and tests. Based on the data collection method, the assessment instruments used were agenda, questionnaires, and learning outcome test kits. The data collected from the instrument were analyzed by using descriptive data analysis techniques, quantitative descriptive data analysis, product moments, and KR-20 statistical analysis. The results of this study were 1) the stages of developing an instrument for assessing the learning outcomes of mathematics in flat shape material, 2) this product has been validated by mathematicians with an average value of 34.46 so that it is categorized as "good", and this product has been tested on fourth grade students in which there were as many as 25 questions with the results of 20 valid questions and 5 invalid questions, 3) the reliability of the product has been tested resulting 0.94 with the category "very high reliability". Thus, it can be concluded that the assessment instrument developed was suitable for measuring student mathematics learning outcomes.*

**Keywords:** *instrument, assessment, learning outcomes, mathematics*