

ABSTRAK

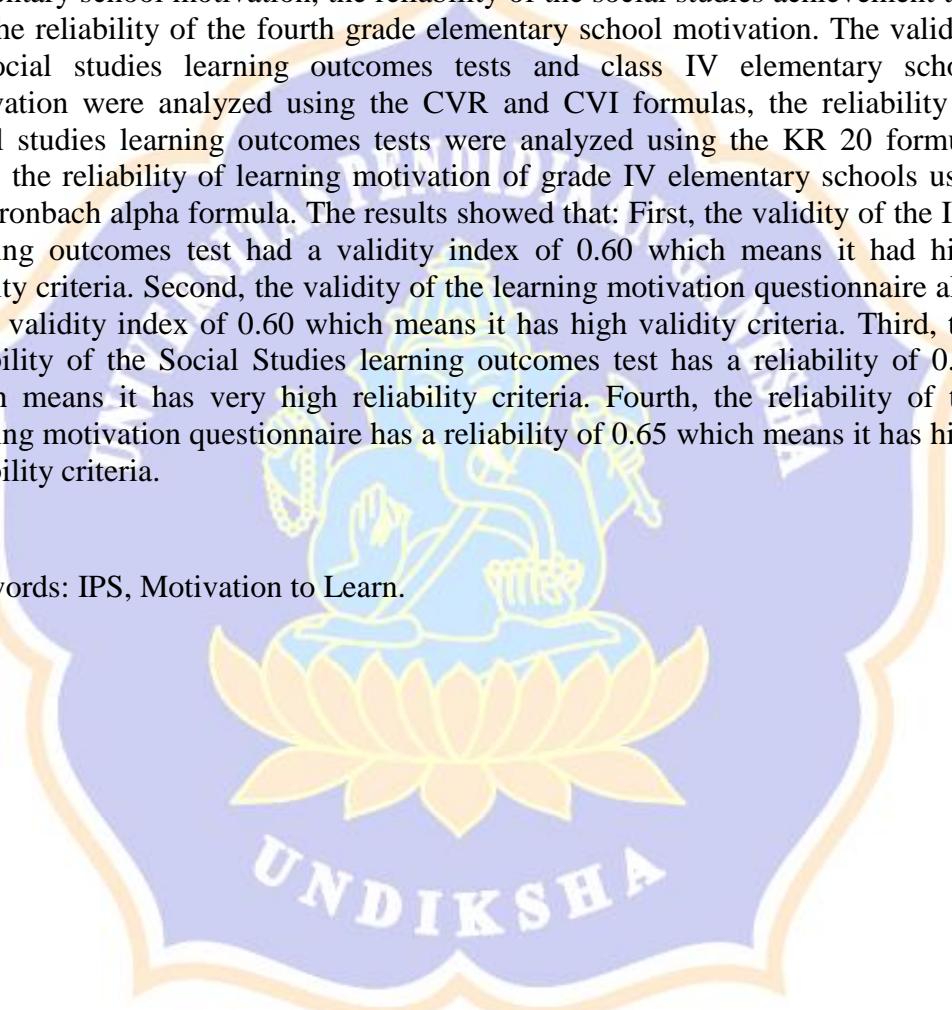
Penelitian ini bertujuan untuk menghasilkan tes hasil belajar IPS dan kuesioner motivasi belajar siswa kelas IV SD yang valid dan reliabel. Penelitian ini merupakan jenis penelitian pengembangan atau Research and Development (R&D) terdiri dari empat tahapan yaitu pendefinisian, perencanaan, pengembangan dan penyebarluasan. Subjek penelitian ini adalah tiga guru kelas IV SD dan dua dosen. Data yang dikumpulkan adalah validitas tes hasil belajar IPS, validitas kuesioner motivasi belajar kelas IV SD, reliabilitas tes hasil belajar IPS dan reliabilitas kuesioner motivasi belajar kelas IV SD. Validitas tes hasil belajar IPS dan motivasi belajar kelas IV SD dianalisis menggunakan rumus CVR dan CVI, Reliabilitas tes hasil belajar IPS dianalisis menggunakan rumus KR 20 sedangkan reliabilitas motivasi belajar kelas IV SD menggunakan rumus alfa cronbach. Hasil penelitian menunjukkan bahwa: *Pertama*, validitas tes hasil belajar IPS memiliki validity index sebesar 0,60 yang berarti memiliki kriteria validitas tinggi. *Kedua*, validitas kuesioner motivasi belajar juga memiliki validity index sebesar 0,60 yang berarti memiliki kriteria validitas tinggi. *Ketiga*, reliabilitas tes hasil belajar IPS memiliki reliabel sebesar 0,85 yang berarti memiliki kriteria reliabilitas sangat tinggi. *Keempat*, reliabilitas kuesioner motivasi belajar memiliki reliabel sebesar 0,65 yang berarti memiliki kriteria reliabilitas tinggi.

Kata kunci: IPS , Motivasi Belajar.

ABSTRACT

This study aims to produce a social studies learning achievement test and a valid and reliable grade IV student learning motivation questionnaire. This research is a type of research development or Research and Development (R&D) consists of four stages, namely the definition, planning, development and dissemination. The subjects of this study were three fourth grade elementary school teachers and two lecturers. The data collected were the validity of the Social Studies learning achievement test, the validity of the fourth grade elementary school motivation, the reliability of the social studies achievement test and the reliability of the fourth grade elementary school motivation. The validity of social studies learning outcomes tests and class IV elementary school motivation were analyzed using the CVR and CVI formulas, the reliability of social studies learning outcomes tests were analyzed using the KR 20 formula while the reliability of learning motivation of grade IV elementary schools used the Cronbach alpha formula. The results showed that: First, the validity of the IPS learning outcomes test had a validity index of 0.60 which means it had high validity criteria. Second, the validity of the learning motivation questionnaire also has a validity index of 0.60 which means it has high validity criteria. Third, the reliability of the Social Studies learning outcomes test has a reliability of 0.85 which means it has very high reliability criteria. Fourth, the reliability of the learning motivation questionnaire has a reliability of 0.65 which means it has high reliability criteria.

Keywords: IPS, Motivation to Learn.



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