

**PENGEMBANGAN INSTRUMEN PENILAIAN HASIL BELAJAR
BERORIENTASI HOTS PADA MUATAN IPA TEMA 6 KELAS V
SEKOLAH DASAR**

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan instrumen penilaian hasil belajar berorientasi *HOTS* kelas V pada muatan IPA Tema 6. Jenis penelitian ini adalah penelitian pengembangan (*research and development*), model yang digunakan dalam penelitian ini yaitu 4-D yang meliputi 4 tahap yaitu (1) *Define* (2) *Design*, (3) *Develop*, (4) *Disseminate*. Instrumen penilaian hasil belajar berorientasi *HOTS* pada muatan IPA Tema 6 yang digunakan adalah instrumen berupa tes pilihan ganda (objektif). Hasil validitas isi mendapatkan rata-rata 1,00, artinya instrumen ini memiliki validitas isi yang sangat tinggi. Hasil dari validitas butir yang dilakukan dengan taraf signifikansi 5% mendapatkan $r_{tabel} = 0.2335$ terdapat 2 soal yang *drop* (tidak valid). Hasil perhitungan koefisien reliabilitas 28 butir soal diperoleh $r_{11} = 0.7124$ hal ini menunjukkan bahwa soal ini merupakan soal yang reliabilitas tinggi. Pada daya beda didapatkan 1 butir instrumen dengan kriteria baik, 6 butir instrumen termasuk daya beda baik, 21 butir instrumen termasuk daya beda cukup baik, 1 butir instrumen termasuk daya beda tidak baik dan 1 butir instrumen dengan kriteria sangat kurang baik. Hasil analisis tingkat kesukaran soal yang dilakukan didapatkan 2 butir instrumen termasuk kategori mudah, 27 butir instrumen termasuk kategori sedang, dan 1 butir instrumen termasuk kategori sukar ($P_p = 0.2898$), pada kualitas pengecoh semua soal (30 butir) mempunyai pengecoh yang baik, pengecoh dikatakan berfungsi bila dipilih oleh minimal 5% dari jumlah siswa yang mengikuti tes. Hasil uji tersebut, menunjukkan bahwa instrumen penilaian hasil belajar IPA adalah sebanyak 28 soal dan layak digunakan untuk melakukan penilaian kepada siswa.

Kata kunci: instrumen penilaian; hasil belajar IPA; *HOTS* ; model 4D

ABSTRACT

This study aims to develop learning outcome assessment instrument of HOTS oriented for class V in science subject, theme 6. This type of research is research and development, the model that used in this study is 4-D which includes 4 stages, namely (1) Define (2) Design, (3) Develop, (4) Disseminate. The instrument that had been used for assessment instrument of HOTS oriented for theme 6 in the science subject was multiple choice (objective). The results of content validity get an average of 1.00, meaning that this instrument has very high content validity. The results of the item validity carried out with a significance level of 5% get $r_{table} = 0.2335$ there were 2 questions that drop (invalid). The results of the calculation of the reliability coefficient of 18 items obtained $r_{II} = 0.7124$ this indicated that this question was a matter of high reliability. In the discrimination power, 1 instrument was found with good criteria, 6 instruments including discriminating power was good, 21 instruments including discriminating power was fairly good, 1 instrument including discriminating power was poor and 1 instrument with very poor criteria. The results of the analysis of the level of difficulty of the questions carried out obtained 2 instrument items were the easy category, 27 instruments were the medium category, and 1 instrument item was the difficult category ($P_p = 0.2898$), on the quality of distractors all questions (30 items) had good distractors, the distractors were going to work if it was chosen by at least 5% of the number of students who take the test. The results of the test showed that the instrument for assessing science learning outcomes was 28 questions and was suitable to be used to assess students.

Keywords : assessment instrument; science learning outcomes; HOTS; 4D model

