

ABSTRAK

Ari Suniawati, Ni Wayan (2021), *Pengembangan instrumen pengukuran karakter tanggung jawab pada para siswa di SMP Negeri 1 Kuta*. Tesis, Bimbingan dan Konseling, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: pengukuran, karakter, tanggung jawab, pengembangan, instrumen

Tujuan penelitian pengembangan untuk menghasilkan instrumen pengukuran karakter tanggung jawab pada siswa. Jenis penelitian yaitu penelitian dan pengembangan. Pada penelitian ini terdapat 10 langkah yang harus ditempuh, yaitu: (1) menetapkan tujuan tes; (2) analisis buku dan sumber belajar lainnya, (3) membuat kisi-kisi; (4) menulis soal; (5) telaah soal (validasi konsep); (6) revisi atau perbaikan soal; (7) reproduksi tes terbatas; (8) uji coba tes (untuk validasi empiris); (9) analisis hasil uji coba (uji validitas); dan (10) merakit soal menjadi tes. Uji validasi dilakukan oleh 5 pakar bimbingan konseling yang terdiri dari 3 dosen bimbingan konseling dan 2 guru bimbingan konseling. Hasil analisis data CVI dan CVR sebesar +1 yang berarti 45 butir pernyataan dinyatakan relevan. Berdasarkan uji validasi empirik dengan *product moment* maka diketahui $r_{hit} > r_{tab}$ sehingga 45 butir pernyataan dapat dinyatakan valid. Selanjutnya, hasil uji reliabilitas dengan menggunakan teknik *alpha cronbach* diperoleh $r_{11} = 1.0$ dengan kategori sangat tinggi.

ABSTRACT

Ari Suniawati, Ni Wayan (2021), Development of an instrument for measuring the character of responsibility for students at SMP Negeri 1 Kuta. Thesis, Guidance and Counseling, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and checked by Advisor I: Prof. Dr. Ni Ketut Suarni, M.S., Kons. and Advisor II: Prof. Dr. Nyoman Dantes.

Keywords: Responsibility character; measurement instrument; guidance and counseling

The aims of this study is to produce an instrument for measuring the character of responsibility in students. The type of research is research and development. In this study there are 10 steps that must be taken, namely: (1) setting the test objectives; (2) analysis of books and other learning resources, (3) making grids; (4) writing questions; (5) examine the questions (concept validation); (6) revision or improvement of questions; (7) limited test reproduction; (8) test trials (for empirical validation); (9) analysis of test results (validity test); and (10) assemble the questions into tests. The validation test was carried out by 5 counseling guidance experts consisting of 3 counseling guidance lecturers and 2 counseling guidance teachers. The results of CVI and CVR data analysis were +1, which means 45 statements were stated as relevant. Based on the empirical validation test with product moment, it is known that $r_{hit} > r_{tab}$ so that 45 statements can be declared valid. Furthermore, the results of the reliability test using the cronbach alpha technique obtained $r_{11} = 1.0$ with a very high category.