

ABSTRAK

Budiarta, Made Kusuma Dewi (2021). “*Pengembangan Instrumen Asesmen Keterampilan Menulis dan Berpikir Kritis Pada Pelajaran IPA Terintegrasi Sekolah Dasar*” Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata kunci: berpikir kritis, instrumen asesmen, dan keterampilan menulis

Penelitian ini bertujuan untuk mengembangkan instrumen keterampilan menulis, dan berpikir kritis pada pelajaran IPA terintegrasi Sekolah Dasar yang valid dan reliabel. Penelitian ini menggunakan rancangan penelitian dan pengembangan dengan model 4-D. Model ini terdiri atas empat tahap utama yaitu *define*, *design*, *develop*, dan *disseminate*. Penelitian pengembangan ini menghasilkan pada instrumen pertama yaitu ketrampilan menulis dengan mengembangkan soal sebanyak 1 butir. Berdasarkan hasil dari perhitungan CVR, didapatkan 1 soal yang valid. Menurut expert instrument ketrampilan menulis IPA pada siswa kelas IV SD sebesar $r_{11} = 0,86$ (terkategori sangat tinggi). Instrumen kedua yaitu kemampuan berpikir kritis IPA berupa soal uraian sebanyak 10 butir. Selanjutnya dilakukan analisis uji validitas isi untuk instrumen kemampuan berpikir kritis IPA pada siswa kelas IV SD menggunakan CVR. Berdasarkan hasil perhitungan CVR didapatkan 10 butir instrumen yang valid dan tidak terdapat instrumen yang tidak valid. Selanjutnya perhitungan reliabilitas instrumen menurut expert instrumen kemampuan berpikir kritis IPA pada siswa kelas IV SD yaitu sebesar $r_{11} = 0,74$ (terkategori tinggi). Dengan demikian pengembangan instrumen keterampilan menulis dan berpikir kritis dalam penelitian ini dinyatakan valid dan reliabel serta dapat dijadikan contoh untuk mengukur serta mengembangkan instrumen keterampilan menulis dan instrumen berpikir kritis siswa kelas IV SD.

ABSTRACT

Budiarta, Made Kusuma Dewi (2021). “The Development of Assessment Instrument for Writing and Critical Thinking Skills in Integrated Science Lessons in Elementary Schools” Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and checked by Advisor I: Prof. Dr. I Wayan Lasmawan, M.Pd and Advisor II: Dr. I Wayan Widiana, S.Pd., M.Pd.

Keywords: assessment instrument, critical thinking, and writing skill

This study aims to develop a valid and reliable instrument of writing skills and critical thinking in integrated science lessons of elementary school. This study uses a research and development design with a 4-D model. This model consists of four main stages, namely define, design, develop, and disseminate. This development research resulted in the first instrument, namely writing skills by developing 1 item of question. Based on the results of the CVR calculation, 1 valid question was obtained. According to the expert instrument, science writing skills for fourth grade elementary school students were $r_{11} = 0.86$ (very high category). The second instrument is the ability to critical thinking in science in the form of a description of 10 items. Furthermore, the analysis of the content validity test for the science critical thinking ability instrument in the fourth grade of elementary school students was carried out using the CVR. Based on the results of the CVR calculation, there are 10 valid instruments and no invalid instruments. Furthermore, the calculation of the reliability of the instrument according to the expert instrument of science critical thinking skills in fourth grade elementary school students is $r_{11} = 0.74$ (high category). Thus, science writing skills outcomes instruments and science critical thinking in this study was declared valid and reliable and could be used as an example to measure and develop science writing skills outcomes instruments and critical thinking in science instruments for fourth grade elementary school students.