

**ANALISIS KEBUTUHAN PENGINTEGRASIAN KETERAMPILAN
BERPIKIR KRITIS DAN MEMECAHKAN MASALAH PADA TES
FORMATIF DAN SUMATIF DALAM PEMBELAJARAN KIMIA DI SMA**

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ABSTRAK

Penelitian ini bertujuan mendeskripsikan (1) perlu tidaknya pengintegrasian keterampilan berpikir kritis dan memecahkan masalah pada tes formatif kimia kelas X di SMA Negeri Kecamatan Banjar, (2) perlu tidaknya pengintegrasian keterampilan berpikir kritis dan memecahkan masalah pada tes sumatif kimia kelas X di SMA Negeri Kecamatan Banjar, dan (3) kebutuhan dalam menyusun tes formatif dan tes sumatif terintegrasi dengan keterampilan berpikir kritis dan memecahkan masalah. Pendekatan penelitian ini adalah pendekatan asesmen kebutuhan dengan jenis penelitian deskriptif. Subjek dalam penelitian ini yaitu guru kimia, siswa kelas X, Kurikulum 2013, dan dokumen nilai siswa. Metode pengumpulan data pada penelitian ini yaitu pemberian angket, wawancara, dan studi dokumen. Data yang diperoleh dianalisis menggunakan teknik analisis deskriptif interpretatif. Hasil penelitian menunjukkan bahwa (1) pengintegrasian keterampilan berpikir kritis dan memecahkan masalah pada tes formatif sangat dibutuhkan dalam penilaian khususnya materi kimia, (2) pengintegrasian keterampilan berpikir kritis dan memecahkan masalah pada tes sumatif sangat dibutuhkan dalam penilaian khususnya materi kimia, (3) kebutuhan dalam menyusun tes formatif dan sumatif terintegrasi keterampilan berpikir kritis dan memecahkan masalah yaitu kemampuan dalam menyusun tes, spesifikasi tes, indikator soal, stimulus yang kontekstual dan menarik, kisi-kisi soal, dan kriteria tes yang baik.

Kata kunci: analisis kebutuhan, keterampilan berpikir kritis, kemampuan memecahkan masalah, tes formatif, tes sumatif

NEEDS ANALYSIS FOR INTEGRATING CRITICAL THINKING AND PROBLEM SOLVING SKILLS IN FORMATIVE AND SUMMATIVE TESTS IN SENIOR HIGH SCHOOL'S CHEMISTRY INSTRUCTION

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ABSTRACT

The research was aimed to describe (1) whether or not necessarily to integrate critical thinking and problem solving skills in the tenth-grade chemistry formative test at Public Senior High Schools in Banjar District, (2) whether or not necessarily to integrate critical thinking and problem solving skills in the tenth-grade chemistry summative test at Public Senior High Schools in Banjar District, and (3) the needs required to compose formative and summative tests integrated with critical thinking and problem solving skills. The research approach was a descriptive needs assessment. Subjects of this study were chemistry teachers, tenth-grade students majoring natural science, 2013 curriculum, and student value document. Moreover, questionnaires, interviews and document studies were employed to collect the data. Then, the data were analyzed using interpretive descriptive analysis techniques. The results indicated that (1) integration of critical thinking and problem solving skills in formative test was necessarily needed in the chemistry assessment, (2) integration of critical thinking and problem solving skills in the summative test was necessarily needed in the chemistry assessment, (3) the descriptions that were required in composing formative and summative tests integrated critical thinking skills and problem solving, namely the ability to compose tests, test specifications, items indicators, contextual and interesting stimuli, items blueprint, and criteria of a good test.

Keywords: needs analysis, critical thinking skills, problem solving skills, formative tests, summative tests