

ABSTRAK

PENGEMBANGAN ASESMEN HOTS UNTUK MENGUKUR KEMAMPUAN BERPIKIR KRITIS PADA PELAJARAN PENDIDIKAN PANCASILA MATERI KERAGAMAN BUDAYA INDONESIA KELAS V SD

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Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis peserta didik kelas V dan keterbatasan instrumen penilaian yang digunakan oleh pendidik, yang masih didominasi oleh soal tingkat rendah (*Lower Order Thinking Skills*). Tujuan penelitian ini adalah untuk menghasilkan instrumen asesmen *High Order Thinking Skills* (HOTS) yang valid, efektif, dan praktis untuk mengukur kemampuan berpikir kritis peserta didik pada muatan Pendidikan Pancasila materi Keragaman Budaya Indonesiaku di kelas V Sekolah Dasar. Jenis penelitian yang digunakan adalah penelitian dan pengembangan (*Research and Development*) dengan mengadopsi model pengembangan ADDIE (*Analysis, Design, Development, Implementation, Evaluation*). Subjek penelitian terdiri dari ahli materi, ahli bahasa, ahli evaluasi, serta pendidik dan peserta didik kelas V SD Negeri 1 Sukamaju. Teknik pengumpulan data dilakukan melalui tes dan nontes (angket). Analisis data validitas menggunakan rumus Aiken's V, sedangkan reliabilitas menggunakan rumus *Cronbach's Alpha*. Uji efektivitas dan kepraktisan dianalisis menggunakan persentase. Hasil penelitian menunjukkan bahwa: (1) Validitas instrumen berdasarkan penilaian ahli memperoleh rata-rata nilai Aiken's V sebesar 0,76 (kategori Valid). Secara empiris, seluruh butir soal (10 butir) dinyatakan valid dengan rentang nilai r_{hitung} antara 0,598 hingga 0,832. (2) Efektivitas instrumen memperoleh persentase 85% dengan kriteria sangat efektif. (3) Kepraktisan instrumen dinyatakan sangat praktis berdasarkan respon pendidik (87,5%) dan praktis berdasarkan respon peserta didik (78,11%). Dengan demikian, instrumen asesmen HOTS yang dikembangkan layak dan efektif digunakan sebagai alat ukur kemampuan berpikir kritis peserta didik kelas V Sekolah Dasar.

Kata Kunci: Asesmen HOTS, Berpikir Kritis, Pendidikan Pancasila

ABSTRACT

DEVELOPMENT OF HOTS ASSESSMENTS TO MEASURE STUDENTS' CRITICAL THINKING SKILLS IN PANCASILA EDUCATION ON THE TOPIC "KERAGAMAN BUDAYA INDONESIAKU" FOR GRADE V ELEMENTARY SCHOOL

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This research was driven by the low critical thinking skills of fifth-grade students and the limited evaluation instruments used by educators, which are still dominated by Lower Order Thinking Skills (LOTS). The objective of this study was to produce a High Order Thinking Skills (HOTS) assessment instrument that is valid, reliable, and practical for measuring students' critical thinking skills in Pancasila Education, specifically on the topic of Indonesian Cultural Diversity for Grade V Elementary School. This study employed a Research and Development (R&D) approach using the ADDIE development model (Analysis, Design, Development, Implementation, Evaluation). The research subjects included material experts, language experts, evaluation experts, as well as educators and fifth-grade students at SD Negeri 1 Sukamaju. Data collection techniques were conducted through tests and non-tests (questionnaires). Data analysis for validity used the Aiken's V formula, while reliability was measured using Cronbach's Alpha. The results showed that: (1) The validity of the instrument based on expert assessment obtained an average Aiken's V value of 0.76 (Valid category). Empirically, all 10 test items were declared valid with r_{count} values ranging from 0.598 to 0.832, exceeding the r_{table} of 0.432. (2) The effectiveness of the instrument obtained a percentage of 85% with very effective criteria. (3) The practicality of the instrument was declared very practical based on teacher responses (87.5%) and practical based on student responses (78.11%). Consequently, the developed HOTS assessment instrument is feasible and effective for use as a tool to measure the critical thinking skills of fifth-grade elementary school students.

Keywords: HOTS Assessment, Critical Thinking, Pancasila Education