

ABSTRAK

PENGEMBANGAN INSTRUMEN PENILAIAN KOGNITIF BERBASIS *STUDENT ACTIVE LEARNING* UNTUK PESERTA DIDIK SEKOLAH DASAR

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Penelitian ini bertujuan mengembangkan instrumen penilaian kognitif berbasis student active learning yang valid dan praktis digunakan dalam pembelajaran tematik untuk peserta didik sekolah dasar. Jenis penelitian yang digunakan yaitu penelitian dan pengembangan (research and development) mengadopsi model Borg and Gall. Terdiri atas 7 tahap, yaitu tahap 1 penelitian dan pengumpulan informasi. Tahap ini menghasilkan data tentang pentingnya pengembangan instrumen kognitif dalam pembelajaran tematik dan informasi tentang pembelajaran berbasis student active learning. Tahap 2 dan 3, perencanaan dan pengembangan, pada tahap ini dihasilkan storyboard instrumen penilaian kognitif, rumusan indikator penelitian, desain penelitian, dan produk awal instrumen penilaian kognitif. Tahap 4 dan 5, uji lapangan awal dan revisi, pada tahap ini dihasilkan produk instrumen penilaian kognitif yang valid secara teori yang dilakukan oleh ahli materi, ahli Bahasa, dan ahli evaluasi dengan nilai masing-masing, 94,13; 94,23; dan 93,75 termasuk kategori sangat valid. Tahap 6 dan 7, uji produk utama dan revisi, pada tahap ini dihasilkan semua butir instrumen penilaian kognitif dinyatakan valid dengan nilai r_h 0.93 dan r_t 0.17, $r_h > r_t$, Reliable dengan $\text{sig.}(1 \text{ tailed}) < 0,05$.

Kata Kunci: Instrumen Penilaian, Kognitif, *Student Active Learning*.

ABSTRACT

DEVELOPMENT OF COGNITIVE-BASED ASSESSMENT INSTRUMENTS STUDENT ACTIVE LEARNING ELEMENTARY STUDENTS

By

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This study aims to develop an instrument of cognitive assessment based on student active learning that is valid and practical to use in learning thematic for elementary students. Research and Development method adopted by Borg and Gall was used in this research which consist of 7 stages, specifically stage 1, researching and collecting information, at this stage it produced data about the importance of developing cognitive instrument in thematic learning and information about learning process based on student active learning. Stage 2 and 3, planning and developing, this stage resulted a storyboard of cognitive assessment instrument, research indicator formulations, research design, and initial product of instrument of cognitive assessment. Stage 4 and 5, initial field testing and revising, at this stage, a theoretically valid product of cognitive assessment instrument was produced which is carried out by material experts, linguists, and evaluation experts with respective scores, 94.13; 94.23; and 93.75 including the very valid category. Stages 6 and 7, the main product testing and revising, at this stage it resulted all items of instruments of cognitive assessment were declared valid with r_h values of 0.93 and r_t 0.17, $r_h > r_t$, Reliable with sig. (1 tailed) < 0.05 .

Key words : Instrumen Penilaian, Kognitif, Student Active Learnin