ABSTRAK

PENGEMBANGAN E-*ASSESSMENT* LITERASI PADA PEMBELAJARAN TEMATIK UNTUK MENGUKUR KETERAMPILAN BERPIKIR KRITIS PESERTA DIDIK DI SEKOLAH DASAR

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Penelitian ini bertujuan untuk mengembangkan E-*Assessment* Literasi yang diharapkan mampu untuk mengukur keterampilan berpikir kritis peserta didik sekolah dasar. Penelitian ini menggunakan metode penelitian menurut ADDIE dengan lima tahapan, yaitu: *Analisys, Design, Development, Implementation, Evaluation*. Subjek dalam penelitian ini adalah peserta didik kelas V di SDN Berundung. Hasil penelitian meliputi kelayakan dan keefektifan produk. Kelayakan produk dilihat dari hasil validasi produk oleh ahli bahasa, ahli media, dan ahli evaluasi. Perolehan hasil validasi tergolong sangat valid dengan hasil validasi ahli bahasa bahasa sebesar 92,00 katagori sangat valid, ahli media sebesar 89,09 katagori sangat valid, dan ahli evaluasi sebesar 74,00 katagori valid. *E-assessment* literasi dinyatakan efektif untuk mengukur keterampilan berpikir kritis. Hal ini dapat dilihat dari persentase perolehan skor pada setiap indikator berpikir kritis yang diantaranya indikator *open mindedness* sebesar 90,97%, indikator *analytic* sebesar 82,31%, indikator *systematical* sebesar 84,71%, indikator *self-covindence* sebesar 79,17%, indikator *inquisitiveness* sebesar 80,56%, dan indikator *maturity* sebesar 78,70%. Hal ini menunjukkan bahwa *E-assessment Literasi* dapat digunakan untuk mengukur keterampilan berpikir kritis peserta didik.

Kata Kunci: Berpikir Kritis, E-Assessment Literasi, Pengembangan, Pembelajaran Tematik, Sekolah Dasar

ABSTRACT

*DEVELOPMENT OF E-ASSESSMENT LITERACY IN THEMATIC
LEARNING TO MEASURE STUDENTS CRITICAL
THINKING SKILLS IN PRIMARY SCHOOLS*

By
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This research aims to develop E-Assessment Literacy is expected to be able to measure the critical thinking skills of elementary school students. This research uses research methods according to ADDIE with five stages, namely: Analysis, Design, Development, Implementation, Evaluation. The subjects in this research were class V students at SDN Berundung. The research results include the feasibility and effectiveness of the product. Product feasibility is seen from the results of product validation by language experts, media experts and evaluation experts. The validation results obtained were classified as very valid with the validation results for linguistic experts at 92.00 in the very valid category, media experts at 89.09 in the very valid category, and evaluation experts at 74.00 in the valid category. E-assessment literacy is declared effective for measuring critical thinking skills. This can be seen from the percentage of scores obtained for each critical thinking indicator, including indicators open mindedness amounted to 90.97%, indicator analytic amounted to 82.31%, indicator systematicamounted to 84.71%, indicator self-covindence amounted to 79.17%, indicator inquisitiveness of 80.56%, and indicators maturity amounting to 78.70%. This shows that Literacy E-assessment can be used to measure students' critical thinking skills.

Keywords: Critical Thinking, Development, E-Assessment Literacy, Elementary School, Thematic Learning