

## ABSTRAK

### PENGEMBANGAN INSTRUMEN ASESMEN DIAGNOSTIK DALAM *PROBLEM BASED LEARNING (PBL)* UNTUK MENGUKUR KEMAMPUAN PEMECAHAN MASALAH PADA PEMBELAJARAN MATEMATIKA DI SEKOLAH DASAR

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Masalah dalam penelitian ini adalah rendahnya pemahaman pendidik terhadap asesmen diagnostik dalam *problem based learning*, sehingga pendidik seringkali merasa kesulitan dalam merancang pembelajaran yang sesuai dengan kebutuhan dan kemampuan pemecahan masalah peserta didik. Penelitian ini bertujuan untuk menghasilkan instrumen asesmen diagnostik dalam *problem based learning* yang layak, dan praktis untuk mengukur kemampuan pemecahan masalah pada pembelajaran matematika kelas IV di Sekolah Dasar. Penelitian ini merupakan jenis penelitian *Research and Development (R&D)*. Penelitian ini mengacu pada model *Design and Development Research (DDR)*. Populasi dalam penelitian ini adalah peserta didik kelas IV SDN 1 Sepang Jaya Bandar Lampung. Alat pengumpulan data menggunakan instrumen tes yang valid dan reliabel. Hasil rata-rata validasi ahli evaluasi diperoleh sebesar 77% kategori cukup valid, ahli materi diperoleh sebesar 97% kategori sangat valid, dan ahli bahasa diperoleh nilai sebesar 88% kriteria sangat valid, dengan nilai rata-rata keseluruhan sebesar 87% kriterian sangat valid. Hasil perolehan uji praktisi pendidik 90% dan peserta didik 88% dengan kriteria sangat praktis. Berdasarkan penelitian tersebut dapat disimpulkan bahwa instrumen asesmen diagnostik dalam *problem based learning* pada pembelajaran matematika valid dan praktis untuk mengukur kemampuan pemecahan masalah peserta didik kelas IV di sekolah dasar.

**Kata Kunci:** Asesmen Diagnostik, Problem Based Learning, Pemecahan Masalah

## **ABSTRACT**

### **DEVELOPMENT OF DIAGNOSTIK ASSESSMENT INSTRUMENTS IN PROBLEM BASED LEARNING (PBL) TO MEASURE PROBLEM SOLVING SKILLS IN MATHEMATICS LEARNING IN ELEMENTARY SCHOOLS**

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The problem in this research is the low understanding of educators regarding diagnostic assessments in problem-based learning, so that educators often find it difficult to design learning that suits the needs and problem-solving abilities of students. This research aims to produce a diagnostic assessment instrument in problem based learning that is feasible and practical for measuring problem solving abilities in fourth grade mathematics learning in elementary schools. This research is a type of Research and Development (R&D) research. This research refers to the Design and Development Research (DDR) model. The population in this study were class IV students at SDN 1 Sepang Jaya Bandar Lampung. Data collection tools use valid and reliable test instruments. The average validation results from evaluation experts were obtained at 77% in the quite valid category, material experts obtained at 97% in the very valid category, and language experts obtained a score of 88% for very valid criteria, with an overall average score of 87% for very valid criteria. The test results for the educator practitioners were 90% and the students were 88% with very practical criteria. Based on this research, it can be concluded that the diagnostic assessment instrument in problem based learning in mathematics learning is valid and practical for measuring the problem solving abilities of class IV students in elementary schools..

**Keywords: Diagnostik Assessment, Problem Based Learning, Problem Solving**