ABSTRAK

PENGEMBANGAN INSTRUMEN ASESMEN AUTENTIK URAIAN PELAJARAN MATEMATIKA BERBASIS LITERASI NUMERASI UNTUK MENGUKUR KETERAMPILAN BERPIKIR KRITIS DAN ARGUMENTATIF SISWA SEKOLAH DASAR

Oleh

ZAINAL ABIDIN

Penelitian ini bertujuan untuk menghasilkan instrumen asesmen autentik uraian pelajaran matematika berbasis literasi numerasi untuk mengukur keterampilan berpikir kritis dan argumentatif siswa Sekolah Dasar yang valid, praktis dan efektif. Jenis penelitian ini yaitu *Research and Development* (R&D), dengan teori Borg & Gall sebagai acuan. Subjek dalam penelitian ini adalah validator sebagai subjek uji coba produk, pendidik dan siswa kelas V SDN 1 Sriwijaya di Gugus Dewi Sartika sebagai subjek uji coba pemakaian. Instrumen angket digunakan sebagai alat pengumpul data. Hasil akhir rata-rata dari validasi ahli materi, ahli evaluasi dan ahli bahasa diperoleh nilai sebesar 83% dengan kriteria sangat valid. Hasil uji praktisi pendidik rata-rata persentase 88% dan siswa rata-rata persentase 90% dengan kriteria sangat praktis. Hasil uji efektivitas dari tanggapan pendidik diperoleh 83% dengan kriteria sangat efektif. Maka, instrumen asesmen autentik uraian pelajaran matematika berbasis literasi numerasi terbukti valid, praktis, dan efektif untuk mengukur keterampilan berpikir kritis dan argumentatif siswa Sekolah Dasar.

Kata kunci: asesmen autentik uraian, matematika, literasi numerasi, berpikir kritis, argumentatif

ABSTRACT

DEVELOPMENT OF AN AUTHENTIC ASSESSMENT INSTRUMENT ESSAY IN MATHEMATICS BASED ON NUMERACY LITERACY TO MEASURE ELEMENTARY STUDENTS' CRITICAL AND ARGUMENTATIVE THINKING SKILLS.

By

ZAINAL ABIDIN

This study aims to develop a valid, practical, and effective authentic assessment instrument (essay) in mathematics based on numerical literacy to measure the critical thinking and argumentative skills of elementary school students. Research and Development (R&D) is type of this research, referring to the development model by Borg & Gall. The subjects of this study included expert validators as product trial subjects, as well as teachers and fifth-grade students of SDN 1 Sriwijaya in the Dewi Sartika cluster as the implementation trial subjects. Data collection tools used a questionnaire instrument that had been validated and proven reliable. The results showed that the average final score from content experts, evaluation experts, and language experts was 83%, categorized as very valid. The results of the practicality test indicated an average percentage of 88% from teachers and 90% from students, categorized as very practical. The effectiveness test based on teacher responses yielded 83%, categorized as very effective. Therefore, it can be concluded that the developed authentic assessment instrument (essay) in mathematics based on numerical literacy is valid, practical, and effective for measuring the critical and argumentative thinking skills of elementary school students.

Keywords: *authentic assessment essay, mathematics, numerical literacy, critical thinking, argumentative*