

ABSTRAK

PENGEMBANGAN INSTRUMEN ASESMEN DIAGNOSTIK KOGNITIF BESERTA LKPD BERDIFERENSIASI KOGNITIF UNTUK MENGUKUR SERTA MENINGKATKAN KEMAMPUAN *SCIENTIFIC LITERACY* PADA PELAJARAN IPAS FASE B KURIKULUM MERDEKA

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Penelitian ini bertujuan untuk menghasilkan instrumen asesmen diagnostik kognitif dan LKPD Berdiferensiasi Kognitif pada pelajaran IPAS fase B yang valid, praktis, dan efektif untuk mengukur dan meningkatkan kemampuan *scientific literacy* peserta didik. Penelitian ini merupakan jenis penelitian *Research and Development* (R&D), pengembangan ini mengacu pada model Plomp. Populasi dalam penelitian ini adalah peserta didik kelas IV di MIN 1 Lampung Utara. Sampel penelitian ini ditentukan dengan teknik *purposive sampling* sehingga diperoleh kelas IV A sebanyak 28 peserta didik dan kelas IV C sebanyak 28 peserta didik sebagai sampel penelitian ini. Alat pengumpulan data dalam penelitian menggunakan instrumen tes dan angket. Instrumen asesmen Diagnostik Kognitif *Scientific Literacy* dan LKPD Berdiferensiasi Kognitif pada pelajaran IPAS fase B melalui tahap uji coba validasi ahli materi, media, bahasa, evaluasi dan uji praktikalitas respon pendidik dan peserta didik. Hasil validasi ahli materi memperoleh skor rata-rata persentase sebesar 0,94% dengan kategori valid, ahli media memperoleh skor rata-rata persentase sebesar 0,94% dengan kategori sangat valid, ahli bahasa memperoleh skor rata-rata persentase sebesar 0,93% dengan kategori valid, ahli evaluasi soal asesmen Diagnostik Kognitif *Scientific Literacy* memperoleh skor rata-rata persentase sebesar 0,93%, dan ahli evaluasi soal *post test* memperoleh skor rata-rata persentase sebesar 0,94%. Hasil uji kepraktisan respon pendidik memperoleh nilai rata-rata persentase sebesar 97% dengan kriteria sangat praktis, sedangkan hasil uji kepraktisan respon peserta didik memperoleh rata-rata persentase sebesar 84% dengan kriteria sangat praktis. Teknik analisis data menggunakan uji *t-test* dengan hasil perhitungan sebesar $0,001 < 0,005$, artinya terdapat perbedaan yang signifikan antara nilai *post test* kelas eksperimen dan kelas kontrol. Berdasarkan data yang diperoleh dari hasil penelitian tersebut dapat disimpulkan bahwa instrumen asesmen Diagnostik Kognitif *Scientific Literacy* dan LKPD Berdiferensiasi Kognitif pada pelajaran IPAS fase B valid, praktis, dan efektif untuk mengukur dan meningkatkan *Scientific Literacy* peserta didik.

Kata Kunci: Asesmen Diagnostik Kognitif *Scientific Literacy*, LKPD Berdiferensiasi Kognitif, Kemampuan *Scientific Literacy*

ABSTRACT

DEVELOPMENT OF COGNITIVE DIAGNOSTIC ASSESSMENT INSTRUMENTS AND COGNITIVE DIFFERENTIATION LKPD TO MEASURE AND IMPROVE SCIENTIFIC LITERACY CAPABILITY IN THE INDEPENDENT CURRICULUM PHASE B OF SCIENCE STUDY

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This research aims to produce cognitive diagnostic assessment instruments and cognitively differentiated LKPD in science phase B lessons that are valid, practical and effective for measuring and improving students' scientific literacy abilities. This research is a type of Research and Development (R&D) research, this development refers to the Plomp model. The population in this study were class IV students at MIN 1 North Lampung. The sample for this research was determined using a purposive sampling technique so that class IV A was 28 students and class IV C was 28 students as the sample for this research. Data collection tools in research use test instruments and questionnaires. Cognitive diagnostic assessment instruments and cognitively differentiated LKPD in phase B science lessons go through a trial phase of material, media, language expert validation, evaluation and practicality testing of educators' and students' responses. The validation results of material experts obtained an average percentage score of 0.94% in the valid category, media experts obtained an average percentage score of 0.94% in the very valid category, linguists obtained an average percentage score of 0.93% in the valid category, diagnostic assessment question evaluation experts obtained an average percentage score of 0.93%, and post test question evaluation experts obtained an average percentage score of 0.94%. The results of the practicality test for educators' responses obtained an average percentage score of 97% with very practical criteria, while the results of the practicality test for student responses obtained an average percentage of 84% with very practical criteria. The data analysis technique uses a t-test with a calculation result of $0.001 < 0.005$, meaning that there is a significant difference between the post test scores of the experimental class and the control class. Based on the data obtained from the results of this research, it can be concluded that the cognitive diagnostic assessment instruments and cognitively differentiated LKPD in science and science lessons phase B are valid, practical and effective for measuring and improving students' scientific literacy.

**Keywords: Cognitive Diagnostic Assessment, Cognitive Differentiated LKPD
Scientific Literacy Ability**