

ABSTRAK

PENGEMBANGAN INSTRUMEN PENILAIAN PEMBELAJARAN TEKS DRAMA BERORIENTASI *HOTS* (*HIGH ORDER THINKING SKILLS*) DI SMA KELAS XI

Oleh

FAIS RAIAWAN

Penelitian ini dilatarbelakangi oleh terbatasnya ketersediaan instrumen asesmen pembelajaran Bahasa Indonesia yang secara khusus dirancang untuk mengukur keterampilan berpikir tingkat tinggi *High Order Thinking Skills* peserta didik, khususnya pada materi teks drama di fase F kelas XI SMA. Pembelajaran teks drama memiliki potensi besar dalam melatih kemampuan berpikir kritis, reflektif, dan kreatif peserta didik. Oleh karena itu, penelitian ini bertujuan untuk mengembangkan instrumen asesmen berbasis *HOTS* yang valid, praktis, dan efektif dalam menilai kemampuan menganalisis, mengevaluasi, serta mencipta peserta didik sesuai dengan capaian pembelajaran Kurikulum Merdeka.

Metode penelitian yang digunakan adalah *Research and Development* (R&D) dengan model ADDIE yang meliputi tahapan analisis, perancangan, pengembangan, implementasi, dan evaluasi. Subjek penelitian melibatkan ahli instrumen dan praktisi guru Bahasa Indonesia yang berperan dalam proses validasi untuk memastikan kelayakan isi, konstruksi, bahasa, dan keterpakaian instrumen asesmen yang dikembangkan. Teknik pengumpulan data dilakukan melalui angket validasi dan uji coba terbatas, sedangkan data dianalisis secara deskriptif kuantitatif dan kualitatif.

Hasil penelitian menunjukkan bahwa instrumen penilaian pembelajaran teks drama berorientasi *HOTS* memperoleh kategori “layak” berdasarkan hasil validasi ahli instrumen dan praktisi guru Bahasa Indonesia. Instrumen yang dihasilkan memenuhi kriteria valid dari segi isi, konstruksi, dan bahasa, serta dinyatakan praktis dan efektif untuk digunakan dalam pembelajaran teks drama di kelas XI SMA. Pengembangan instrumen ini menghasilkan produk asesmen berbasis *HOTS* yang sesuai dengan kebutuhan pembelajaran dan dapat digunakan sebagai alternatif instrumen penilaian pada materi teks drama.

Kata kunci: *HOTS, instrumen penilaian, R&D, teks drama*

**DEVELOPMENT OF HOTS ORIENTED LEARNING ASSESSMENT
INSTRUMENTS (HIGHER ORDER THINKING SKILLS) FOR
DRAMA TEXTS IN GRADE XI SENIOR HIGH SCHOOL**

By

FAIS RAIAWAN

The background of this research is the limited availability of Indonesian language learning assessment instruments specifically designed to measure students' Higher-Order Thinking Skills (HOTS), particularly in drama text materials for Phase F, Grade XI Senior High School. Learning drama texts has great potential in training students' critical, reflective, and creative thinking skills. Therefore, this study aims to develop a HOTS-based assessment instrument that is valid, practical, and effective in assessing students' abilities to analyze, evaluate, and create in accordance with the learning outcomes of the Kurikulum Merdeka.

The research method used is Research and Development (R&D) following the ADDIE model, which includes the stages of analysis, design, development, implementation, and evaluation. The research subjects involved instrument experts and Indonesian language teacher practitioners who participated in the validation process to ensure the feasibility of the content, construction, language, and usability of the developed assessment instrument. Data collection techniques were carried out through validation questionnaires and limited trials, while data were analyzed descriptively using both quantitative and qualitative methods.

The results showed that the HOTS-oriented assessment instrument for drama text learning achieved a "feasible" category based on validation from instrument experts and Indonesian language practitioners. The resulting instrument met the criteria for validity in terms of content, construction, and language, and was declared practical and effective for use in drama text learning in Grade XI. The development of this instrument produced a HOTS-based assessment product that aligns with learning needs and can serve as an alternative assessment tool for drama text materials.

Keywords: HOTS, assessment instrument, R&D, drama text