

**ABSTRAK****PENGEMBANGAN PROTOTIPE SOAL TES  
ASESMEN HASIL PENDIDIKAN KARAKTER KEDISIPLINAN  
DAN KARAKTER KEMANDIRIAN BERBASIS FILM KARAKTER  
(Uji Coba Terbatas pada Siswa Kelas VII A dan VIII B  
SMP Santo Aloysius Turi Yogyakarta Tahun Ajaran 2016/2017)**

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Penelitian ini bertujuan 1) mengembangkan prototipe soal tes asesmen hasil pendidikan karakter kedisiplinan dan karakter kemandirian yang efektif; 2) menguji kualitas soal tes pendidikan karakter kedisiplinan dan soal tes karakter kemandirian meliputi validitas, reliabilitas, tingkat kesukaran dan daya beda; 3) mengukur capaian hasil pendidikan karakter kedisiplinan dan karakter kemandirian berdasarkan hasil uji coba penggunaan prototipe; 4) menganalisis efektivitas penggunaan prototipe soal tes karakter kedisiplinan dan karakter kemandirian berdasarkan penilaian siswa SMP Santo Aloysius Turi Yogyakarta.

Jenis penelitian ini adalah penelitian *Research dan Development (R&D)*. Subjek penelitian berjumlah 71 siswa kelas VII A dan VIII B. Instrumen penelitian berupa soal tes karakter kedisiplinan dan karakter kemandirian berbentuk pilihan ganda dengan respon bergradasi berjumlah 40 item masing-masing karakter dan angket penilaian efektivitas model menurut siswa. Teknik analisis uji kualitas butir soal tes menggunakan pendekatan teori respon butir atau *item respon theory (IRT)* model Rasch. Capaian hasil karakter siswa di analisis dengan teknik deskriptif kategori sedangkan validasi efektivitas model dianalisis dengan teknik presentase.

Hasil penelitian: 1) telah tersusun 40 item soal tes karakter kedisiplinan dan karakter kemandirian berbasis media film; 2) hasil uji kualitas reliabilitas dan validitas menunjukkan semua item soal tes karakter kedisiplinan valid dan karakter kemandirian ada satu item yang tidak valid tetapi secara keseluruhan item sesuai dengan model Rasch sedangkan reliabilitas item soal reliabel yaitu karakter kedisiplinan 0,90 dan karakter kemandirian 0,93. 27 item memiliki tingkat kesukaran sedang, 7 item tingkat kesukaran tinggi dan 6 item tingkat kesukaran rendah dan daya beda pada item terdapat daya beda tinggi, sedang dan rendah; 3) berdasarkan penggunaan soal tes ini diperoleh gambaran bahwa karakter kedisiplinan dan karakter kemandirian yaitu capaian skor siswa berkisar baik (>90%) dan cukup baik (80%-89%). 30 siswa kelas VII berada dalam kategori cukup baik dan 27 siswa kelas VIII berada dalam kategori cukup baik untuk karakter kedisiplinan. 30 siswa kelas VII masuk dalam kategori cukup baik dan 22 siswa kelas VIII masuk dalam kategori cukup baik untuk karakter kemandirian; 4) sebagian besar siswa menilai penggunaan prototipe soal tes asesmen karakter kedisiplinan dan karakter kemandirian memiliki efektivitas yang tinggi.

*Kata kunci: prototipe, soal tes asesmen, pendidikan karakter, kedisiplinan, kemandirian, berbasis film karakter.*

## ABSTRACT

### **THE ASSESSMENT RESULT TEST PROTOTYPE DEVELOPMENT OF DISCIPLINE AND INDEPENDENT CHARACTER EDUCATION BASED ON CHARACTER MOVIE**

*(Limited Trial on class VII A and VIII B Students  
of SMP Santo Aloysius Turi Yogyakarta Year 2016/2017)*

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*This research was aimed to 1) develop an effective assessment result test prototype of discipline and independent character education; 2) check the quality of discipline character test and independent character test that include the validity, reliability, difficulty level, and appropriateness; 3) measure the achievement of discipline and independent character education based on the prototype trial result; 4) analyze the effectiveness of the discipline and independent test prototype based on the SMP Santo Aloysius Turi Yogyakarta's student judgement.*

*This research type was a Research and Development (R&D). The research subject was 71 students from class VII A and VIII B. The research instrument was the discipline and independent character test with multiple choice and grade respond that expanded into 40 items for each character and the model effectiveness questionnaire for students. The analysis of the test item quality using item respond theory (IRT) Rasch model approach. The achievement of student character was analyzed using descriptive category technique and the model effectiveness validity was analyzed using percentage technique.*

*The research result shows: 1) the test item was arranged into 40 items of discipline character and 40 items for independent character both based on character movie; 2) the result of reliability and validity quality test shows that from all test items of discipline and independent character there was one items that not valid but the rest are match with the Rasch model and all items are reliable with discipline character reliability is 0,90 and independent character is 0,93. 27 test items is considered medium difficulty level., 7 test items is considered high difficulty level, and 6 test items is considered low difficulty level and the appropriateness is also in high, medium , and low category; 3) based on the trial of the test it was then known that the student achievement in discipline and independent character was considered good (>90%) and quite good (80%-89%). 30 students from class VII and 27 students from class VIII were in quite good discipline character category. 30 students from class VII and 22 students from class VIII were in were in quite good independent character category; 4) most of the students thought that the use of the discipline and independent assessment result test prototype had a high effectiveness.*

*Keywords: prototype, assessment test question, character education, discipline, independent, based on character movie.*