

ABSTRAK

Permatasari, Agmi Sinta Nanda, 2021. *Pengembangan Instrumen Pengukuran Kemampuan Berpikir Kritis dalam Menulis Paragraf Argumentatif Mahasiswa S-1 Program Studi PBSI. Skripsi*. Yogyakarta: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Jurusan Pendidikan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Masalah yang diangkat dalam penelitian ini adalah bagaimana pengembangan instrumen pengukuran kemampuan berpikir kritis dalam menulis paragraf argumentatif mahasiswa S-1 Program Studi PBSI. Tujuan dari penelitian ini adalah untuk menghasilkan instrumen pengukuran kemampuan berpikir kritis dalam menulis paragraf argumentatif mahasiswa S-1 Program Studi PBSI. Jenis penelitian ini adalah penelitian dan pengembangan (R&D) menurut Borg and Gall. Tahapan dalam penelitian ini disederhanakan menjadi enam yaitu pengumpulan data dan informasi, pengembangan produk, uji validasi dosen ahli, revisi tahap I, uji coba terbatas, revisi produk akhir. Berhubungan dengan adanya pandemi virus Corona untuk menguji kelayakan, peneliti melakukan validasi kepada dua dosen ahli dan melakukan uji coba terbatas pada tahap penilaian dari mahasiswa.

Hasil pengumpulan data studi pendahuluan menunjukkan bahwa perlu dikembangkan alat ukur untuk mengukur kemampuan berpikir kritis dalam menulis paragraf argumentatif mahasiswa karena instrumen yang ada belum terfokus untuk mengukur kemampuan berpikir kritis dalam menulis paragraf argumentatif dan juga melihat dari kendala serta manfaat dari mahasiswa setelah belajar menulis paragraf argumentatif pada matakuliah menulis ilmiah. Berdasarkan studi tersebut, dikembangkan desain produk instrumen pengukuran kemampuan berpikir kritis yang mengakomodasi enam indikator berpikir kritis dari ahli Peter A. Facione yaitu interpretasi, analisis, evaluasi, inferensi, eksplanasi, regulasi diri. Pengembangan instrumen pengukuran dilakukan dengan penentuan tujuan tes, penyusunan kisi-kisi tes, penulisan soal dan rubrik penskoran. Kelayakan desain produk dinilai melalui penentuan tujuan tes, penyusunan kisi-kisi tes, penulisan soal, penyusunan rubrik pengukuran. Revisi yang dilakukan peneliti meliputi perintah soal, perlu divariasikan model perangsang dan pengasah kemampuan berpikir kritis, penulisan kaidah/ ejaan, dan secara substansi. Kelayakan pengembangan produk instrumen melalui isi, konstruksi dan kebahasaan. Hasil validasi dua dosen dan mahasiswa menunjukkan instrumen berkategori "Sangat Baik". Hal tersebut didukung oleh perolehan skor rata-rata hasil validasi 4,41 dari skor maksimal 5. Jadi, instrumen kemampuan berpikir kritis dalam menulis paragraf argumentatif menunjukkan perolehan rata-rata kategori sangat layak digunakan.

Kata Kunci: instrumen pengukuran, kemampuan berpikir kritis, menulis paragraf argumentatif.

ABSTRACT

Permatasari, Agmi Sinta Nanda, 2021. The Development of Instrument Measuring Critical Thinking Writing an Argumentative Paragraph of the Undergraduate Students in the Indonesian Language and Literature Education Study Program. Thesis. Yogyakarta: Program Study of Language and Indonesia Literature, Department of Language Education and Art, Faculty of Teachers Training and Education, Universitas Sanata Dharma.

The problem of this research is how the development of instrument measuring critical thinking in writing an argumentative paragraph of the Undergraduate Students in the Indonesian Language and Literature Education Study Program. The purpose of this research is to produce a measuring instrument of critical thinking ability in writing an argumentative paragraph of the undergraduate students in the Indonesian Language and Literature Education Study Program. This type of research is Research and Development (R&D) according to Borg and Gall. The stages in this research are simplified into six, namely data and information collection, product development, expert lecturer validation test, stage I revision, limited trial, final product revision. In correlation with the existence of coronavirus pandemic, in order to assess feasibility, researcher conducted validation to two expert lecturers and limited experiment in assessing stage to students.

The result of preliminary study data gathering indicates the necessary to measure critical thinking ability in writing a student's argumentative paragraph because existing instruments have not yet focused on measuring critical thinking ability in writing an argumentative paragraph and also looking at the obstacle and benefit of the student after learning to write an argumentative paragraph on the college's science writing. According to the mentioned study, a product design of critical thinking ability measuring instrument in writing argumentative paragraph accommodating the six indicators of critical thinking from the expert Peter A. Facione is interpretation, analysis, evaluation, inferential, explanation, self-regulation. The development of the measuring carried out with the aim of testing, compiling lattice tests, writing question and scoring rubrics. The feasibility of the product design is assessed through the test's purpose determination, test blueprint construction, test items' writing, and the measurement rubric arrangement. Revisions carried out by researchers include command question, necessary to vary the model of stimulation and sharpening critical thinking skills, writing rules/spellings, and in substance. The feasibility of developing instrument products through material/content, construction, and language. The validation results show the instrument is in the "Very Good" category. This result supported by the acquisition of an average validation score of 4.41 from a maximum score of 5. So, the instrument of critical thinking skills in writing argumentative paragraphs shows that the category average acquisition is very worthy to used.

Keywords: *measuring instrument, critical thinking ability, writing an argumentative paragraph.*