

ABSTRAK

Ronaldo, Zethly, 2021. Pengembangan Instrumen Pengukuran Kemampuan Berpikir Kritis dalam Membaca Kritis Mahasiswa S-1 Pendidikan Bahasa dan Sastra Indonesia. Skripsi. Yogyakarta: Program Studi Pendidikan Bahasa dan Sastra Indonesia, Jurusan Bahasa dan Seni, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.

Masalah dalam penelitian ini adalah bagaimana pengembangan instrumen pengukuran kemampuan berpikir kritis dalam membaca kritis mahasiswa S-1 Pendidikan Bahasa dan Sastra Indonesia. Tujuan penelitian ini adalah untuk menghasilkan produk instrumen pengukuran kemampuan berpikir kritis dalam membaca kritis mahasiswa S-1 Pendidikan Bahasa dan Sastra Indonesia.

Jenis penelitian ini adalah *Research and Development* (R&D) yang mengacu pada langkah Borg and Gall. Pengembangan instrumen pengukuran ini dikembangkan melalui langkah pengembangan menurut Borg and Gall yang sudah disederhanakan menjadi empat langkah. Langkah-langkah tersebut adalah penelitian dan pengumpulan informasi, pengembangan produk, validasi produk, dan revisi produk sesuai dengan hasil validasi. Data penelitian dikumpulkan melalui kuesioner dan wawancara. Studi pendahuluan dilakukan dengan membagikan kuesioner kepada mahasiswa, dan melakukan wawancara kepada dosen pengampu mata kuliah. Produk yang dibuat kemudian divalidasi kepada dua dosen ahli.

Hasil yang diperoleh dari studi pendahuluan menjelaskan bahwa instrumen pengukuran kemampuan berpikir kritis sangat penting untuk mahasiswa, dan belum ada instrumen pengukuran kemampuan berpikir kritis dalam membaca kritis. Berdasarkan studi pendahuluan tersebut, dikembangkan instrumen pengukuran kemampuan berpikir kritis dalam membaca kritis untuk meningkatkan kemampuan berpikir kritis dalam membaca kritis. Setelah produk dikembangkan, peneliti menguji kelayakan produk tersebut dengan melakukan validasi pada dosen ahli I dan dosen ahli II. Dari validasi tersebut diketahui bahwa perolehan jumlah skor rata-rata 4,36 dengan kategori "Sangat Baik". Berdasarkan hasil validasi kedua dosen ahli tersebut, maka produk pengembangan instrumen pengukuran kemampuan berpikir kritis dalam membaca kritis layak digunakan.

Kata Kunci: Instrumen, pengukuran, kemampuan membaca kritis.

ABSTRACT

Ronaldo, Zethly, 2021. *The Development of Critical Thinking Ability Measurement Instruments in Critical Reading for Undergraduate Students of Indonesian Language and Literature Education*. Thesis. Yogyakarta: Indonesian Language and Literature Education Study Program, Department of Language and Arts, Faculty of Teacher Training and Education, Sanata Dharma University Yogyakarta

This study was under one research problem, which is how to develop an instrument for measuring critical thinking skills in critical reading for undergraduate students of Indonesian Language and Literature Education. This study aims to produce an instrument for measuring critical thinking skills in critical reading for undergraduate students of Indonesian Language and Literature Education.

This study applied Research and Development (R&D) method which refers to the steps of Borg and Gall. The development of this measurement instrument was developed through the development steps according to Borg and Gall which have been simplified into four steps. These steps are research and information gathering, product development, product validation, and product revision according to the validation results. Research data were collected through questionnaires and interviews. Preliminary studies were carried out by distributing questionnaires to students, and conducting interviews with course lecturers. The products made were then validated by two expert lecturers.

The results obtained from the preliminary study explain that the instrument for measuring critical thinking skills is very important for students, and there is no instrument for measuring critical thinking skills in critical reading. Based on the preliminary study, an instrument for measuring critical thinking skills in critical reading was developed to improve critical thinking skills in critical reading. After the product was developed, the researcher tested the feasibility of the product by validating it on expert lecturers I and expert lecturers II. From the validation it is known that the average score is 4,36 in the "Very Good" category. Based on the results of the validation of the two expert lecturers, the product development of the instrument for measuring critical thinking skills in critical reading is feasible to use.

Keywords: *Instrument, measurement, critical thinking, critical reading.*