

ABSTRAK

“Pengembangan Instrumen Penilaian Kognitif untuk Mengukur *Critical Thinking Skill* dan *Self Concept* Matematis Peserta Didik”

Critical thinking skill peserta didik menjadi salah satu kemampuan yang harus dimiliki peserta didik dalam pembelajaran matematika. Oleh sebab itu pembelajaran, pengembangan instrumen penilaian kognitif menjadi alternatif agar peserta didik berpikir tingkat tinggi dan menumbuhkan harapan terhadap konsep diri yang ada dalam indikator *self concept*. Tujuan dari penelitian ini yaitu mengembangkan instrumen penilaian kognitif untuk mengukur *critical thinking skill* dan *self concept* matematis. Metode yang digunakan pada penelitian ini metode *Research and Development* (R&D) dengan model Pengembangan Tessmer yang terdiri dari tahap *Preliminary*, tahap *self evaluation*, *prototyping*, dan *field test*. Pengembangan instrumen penilaian kognitif ini menghasilkan 12 soal pilihan ganda, 6 soal uraian, dan 15 soal pernyataan angket *self concept*. Hasil uji validitas dari soal pilihan ganda yaitu 8 soal yang dinyatakan valid, soal uraian 6 soal dinyatakan valid, dan pernyataan angket 11 soal dinyatakan valid. Dapat disimpulkan instrumen penilaian kognitif yang digunakan dapat mengukur *critical thinking skill* dan *self concept* matematis peserta didik.

Kata Kunci: Instrumen Penilaian Kognitif, *Critical Thinking Skill*, *Self Concept*

ABSTRACT

Critical thinking skills of students are one of the abilities that students must have in learning mathematics. Therefore, learning, the development of cognitive assessment instruments is an alternative so that students think at a high level and foster expectations of self-concept in the indicators of self-concept. The purpose of this research is to develop cognitive assessment instruments to measure critical thinking skills and mathematical self-concept. The method used in this research is Research and Development (R&D) method with Tessmer Development model which consists of Preliminary stage, self evaluation stage, prototyping, and field test. The development of this cognitive assessment instrument resulted in 12 multiple choice questions, 6 description questions, and 15 self concept questionnaire statements. The results of the validity test of the multiple choice questions were 8 questions that were declared valid, 6 questions of description were declared valid, and 11 questions of questionnaire statements were declared valid. It can be concluded that the cognitive assessment instrument used can measure students' critical thinking skills and mathematical self-concept.

Keywords: Cognitive Assessment Instrument, Critical Thinking Skill, Self Concept