

ABSTRAK

Rosmawati, Eka. 2025. Analisis Butir Soal Ulangan Harian Berbasis Taksonomi Bloom pada Mata Pelajaran IPAS Kelas V di Sekolah Dasar Negeri 153/X Harapan Makmur. Tesis, Program Studi Magister Pendidikan Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Jambi. Pembimbing (I) Bunga Ayu Wulandari, S.Pd., M. EIL., Ph.D (II) Dr. Atri Widowati, S. Pd., M.Or

Penelitian ini bertujuan untuk menganalisis butir soal ulangan harian mata pelajaran IPAS kelas V di SDN 153/X Harapan Makmur berdasarkan kerangka Taksonomi Bloom. Penelitian ini menggunakan pendekatan mixed method dengan desain concurrent embedded, yang menggabungkan metode kuantitatif dan kualitatif. Data dikumpulkan melalui dokumentasi soal, kunci jawaban, dan wawancara dengan guru. Sebanyak 20 butir soal dianalisis berdasarkan tingkat kesukaran, daya pembeda, aspek materi, konstruksi, bahasa, serta level kognitif.

Hasil analisis menunjukkan bahwa 100% soal memenuhi aspek materi dan konstruksi, sedangkan 95% soal memenuhi aspek bahasa dengan 1 soal perlu diperbaiki secara kebahasaan. Berdasarkan level kognitif, 10% soal berada pada level C1 (Mengingat), 45% C2 (Memahami), 25% C3 (Menerapkan), 10% C4 (Menganalisis), 10% C5 (Mengevaluasi), dan 0% C6 (Mencipta), yang menunjukkan belum adanya soal yang mengukur kemampuan berpikir tingkat tinggi tertinggi.

Temuan juga menunjukkan bahwa 80% guru belum pernah melakukan analisis soal secara sistematis. Penelitian ini menegaskan pentingnya peningkatan kompetensi guru dalam menyusun dan mengevaluasi soal sesuai dengan Taksonomi Bloom guna mendukung pengembangan keterampilan berpikir tingkat tinggi siswa, khususnya dalam pembelajaran IPAS pada Kurikulum Merdeka.

Kata Kunci: Analisis Butir Soal, Taksonomi Bloom, IPAS, HOTS, LOTS, Kualitas Soal

ABSTRACT

Rosmawati, Eka. 2025. *Feasibility Study of Daily Test Items For 5th Grade IPAS Based on Bloom's Taxonomy at Public Elementary School 153/X Harapan Makmur*. Thesis, Master Of Basic Education Study Program, Faculty Of Teacher Training and Education, Jambi University. Advisor (I) Bunga Ayu Wulandari, S.Pd., M. EIL., Ph.D (II) Dr. Atri Widowati, S. Pd., M.Or

This study aims to analyze the daily test questions for the fifth grade science subjects at SDN 153/X Harapan Makmur based on the Bloom Taxonomy framework. This study uses a mixed method approach with a concurrent embedded design, which combines quantitative and qualitative methods. Data were collected through documentation of questions, answer keys, and interviews with teachers. A total of 20 questions were analyzed based on the level of difficulty, distinguishing power, material aspects, construction, language, and cognitive level.

The results of the analysis show that 100% of the questions meet the material and construction aspects, while 95% of the questions meet the language aspect with 1 question needing to be improved linguistically. Based on the cognitive level, 10% of the questions are at level C1 (Remembering), 45% C2 (Understanding), 25% C3 (Applying), 10% C4 (Analyzing), 10% C5 (Evaluating), and 0% C6 (Creating), which indicates that there are no questions that measure the highest high-level thinking skills.

The findings also show that 80% of teachers have never conducted systematic question analysis. This study emphasizes the importance of improving teacher competence in compiling and evaluating questions according to Bloom's Taxonomy to support the development of students' high-level thinking skills, especially in science learning in the Independent Curriculum.

Keywords: *Item Analysis, Bloom's Taxonomy, Science, HOTS, LOTS, Question Quality*