ABSTRAK

ANALISIS SOAL-SOAL REDOKS BERDASARKAN TINGKAT PEMAHAMAN TAKSONOMI BLOOM

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Analisis butir soal merupakan kegiatan pengkajian tes untuk mendapatkan perangkat pertanyaan yang memiliki karakteristik yang sesuai. Penelitian ini mempunyai tujuan untuk mengetahui distribusi tingkat pemahaman soal-soal redoks di dalam keseluruhan soal dan untuk menghitung besaran distribusi soal-soal Redoks antara Buku sekolah dan LKS dengan Ujian Nasional, Ujian masuk Perguruan Tinggi dan Olimpiade Sains Nasional berdasarkan tingkat pemahaman Taksonomi Bloom. Jenis penelitian yang digunakan merupakan penelitian kepustakaan (*library research*) menggunakan pendekatan kuantitatif dengan metode deskriptif. Metode pengumpulan data dengan menggunakan sumber dari Buku Kimia Kelas 12, LKS Kimia Kelas 12, ujian nasional 2015-2019, ujian masuk perguruan tinggi 2016-2019, dan Olimpiade sains nasional 2016-2019. Hasil penelitian menunjukkan soal-soal yang ada di sekolah lebih mudah dibandingkan dengan soal-soal ujian di luar sekolah. Besaran distribusi keseluruhan soal-soal redoks Tingkat pemahaman C1 (12 butir soal), C2 (10 butir soal), C3 (6 butir soal) lebih banyak di Buku dan LKS kelas 12. Sedangkan Tingkat pemahaman C4 (17 butir soal), C5 (7 butir soal) lebih banyak di Ujian Nasional, Ujian masuk Perguruan Tinggi Negeri dan Olimpiade sains.

Kata Kunci: Analisis Soal, Soal Reaksi Oksidasi dan Reduksi, Taksonomi Bloom.

ABSTRACT

ANALYSIS OF REDOX QUESTIONS BASED ON THE LEVEL OF UNDERSTANDING OF BLOOM'S TAXONOMY

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Item analysis is a test assessment activity to obtain a set of questions that have appropriate characteristics. This study aims to determine the distribution of the level of understanding of redox questions in the entire question and to calculate the magnitude of the distribution of Redox questions between School Books and LKS with National Exams, College Entrance Exams and National Science Olympiads based on the level of understanding of Bloom's Taxonomy. The type of research used is library research using a quantitative approach with a descriptive method. The data collection method uses sources from Class 12 Chemistry Textbook, Class 12 Chemistry LKS, 2015-2019 national exams, 2016-2019 college entrance exams, and 2016-2019 national science Olympiads. The results of the study showed that the questions at schools were easier than the questions on exams outside of school. The magnitude of the overall distribution of redox questions at the C1 level of understanding (12 questions), C2 (10 questions), C3 (6 questions) is greater in the Grade 12 Books and LKS. Meanwhile, the C4 level of understanding (17 questions), C5 (7 questions) is greater in the National Examination, State University Entrance Examination and Science Olympiad.

Keywords: Question Analysis, Oxidation and Reduction Reaction Questions, Bloom's Taxonomy.

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