

ABSTRAK

TINGKAT KESUKARAN BUTIR SOAL FIQIH KELAS 6 MI MANBAUL ISLAM BOGOR BERDASARKAN RANAH KOGNITIF TAKSONOMI BLOOM

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Penilaian dalam pembelajaran sangat penting untuk mengukur efektivitas dan pencapaian tujuan. Namun, tanpa analisis butir soal, sulit memastikan kualitas soal yang digunakan. Oleh karena itu, penelitian ini berfokus pada analisis tingkat kesukaran butir soal Fiqih kelas 6 di MI Manbaul Islam Bogor tahun ajaran 2023-2024 berdasarkan taksonomi kognitif Bloom.

Tujuan penelitian ini adalah untuk: 1) Mengetahui tingkat kesukaran butir soal Fiqih kelas 6 di MI Manbaul Islam berdasarkan tingkat kesukaran, dan 2) Mengetahui tingkat kesukaran butir soal Fiqih kelas 6 di MI Manbaul Islam berdasarkan domain kognitif Taksonomi Bloom.

Metode penelitian yang digunakan adalah kuantitatif deskriptif. Data dikumpulkan melalui dokumen soal ujian Fiqih dan dianalisis berdasarkan tingkat kesukaran serta domain kognitif Bloom.

Hasil penelitian menunjukkan bahwa: 1) Berdasarkan tingkat kesulitan, soal pilihan ganda terdiri dari 66% soal kategori mudah, 28% kategori sedang, dan 6% kategori sukar. Untuk soal uraian, 100% tergolong dalam kategori mudah. 2) Berdasarkan ranah kognitif Taksonomi Bloom, soal pilihan ganda terdiri dari C1 (Mengingat) sebanyak 14%, C2 (Memahami) 23%, C3 (Mengaplikasikan) 23%, C4 (Menganalisis) 20%, C5 (Mengevaluasi) 20%, dan tidak ada soal pada tingkat C6 (Mencipta). Sedangkan soal uraian terdiri dari C1 (Mengingat) sebanyak 80%, C3 (Mengaplikasikan) 20%, dan tidak ada soal pada tingkat C2 (Memahami), C4 (Menganalisis), C5 (Mengevaluasi), maupun C6 (Mencipta).

Berdasarkan hasil, peneliti memberikan saran, di antaranya: 1) Diperlukan pemantauan dan peningkatan variasi dan tingkat kesulitan soal ujian, 2) Penyeimbangan soal sesuai dengan tingkat kognitif dalam kisi-kisi, dan 3) Bagi peneliti selanjutnya disarankan untuk memperdalam analisis faktor yang mempengaruhi kesulitan soal.

Kata Kunci: Tingkat Kesukaran, Analisis Butir Soal, Evaluasi Pembelajaran, Taksonomi Bloom, dan Fiqih

ABSTRACT

LEVEL OF DIFFICULTY OF FIQH ITEMS BASED ON BLOOM'S TAXONOMY COGNITIVE DOMAIN IN GRADE 6 MI MANBAUL ISLAM BOGOR

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Assessment in the learning process is essential for measuring the effectiveness and achievement of learning objectives. However, without item analysis, it is challenging to ensure the quality of the test items used. Therefore, this study focuses on analyzing the difficulty level of Fiqh test items for 6th-grade students at MI Manbaul Islam Bogor in the 2023-2024 academic year, based on Bloom's cognitive taxonomy.

The objectives of this study are: 1) To determine the difficulty level of Fiqh test items for 6th-grade students at MI Manbaul Islam based on difficulty levels, and 2) To analyze the difficulty level of these items according to Bloom's cognitive domain.

This research used a descriptive quantitative method. Data were collected from the Fiqh exam documents and analyzed based on the difficulty level and Bloom's cognitive domains.

The results showed that: 1) Based on the level of difficulty, multiple choice questions consist of 66% easy category questions, 28% medium category, and 6% difficult category. For description questions, 100% are classified in the easy category. 2) Based on the cognitive domain of Bloom's Taxonomy, multiple choice questions consist of C1 (Remembering) as much as 14%, C2 (Understanding) 23%, C3 (Applying) 23%, C4 (Analyzing) 20%, C5 (Evaluating) 20%, and there are no questions at the C6 (Creating) level. While the description questions consisted of C1 (Remembering) as much as 80%, C3 (Applying) 20%, and there were no questions at the C2 (Understanding), C4 (Analyzing), C5 (Evaluating), or C6 (Creating) levels.

Based on these results, the researcher recommends: 1) Monitoring and improving the variety and difficulty levels of exam questions, 2) Balancing the questions with the cognitive levels in the question grid, and 3) Future researchers are encouraged to explore factors influencing item difficulty further.

Keywords: Level of Difficulty, Item Analysis, Learning Evaluation, Bloom's Taxonomy, and Fiqh

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