

Keterbandingan Reliabilitas Tes Hasil Belajar Matematika Berdasar Metode
Penskoran *Number-Right Score* dan Metode Penskoran *Correction for Guessing*

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui keterbandingan reliabilitas tes hasil belajar matematika berdasar metode penskoran *number-right score* dan metode penskoran *correction for guessing*. Penelitian menggunakan metode penelitian kuasi-eksperimental dengan desain perbandingan kelompok statis (*the static group comparison design*). Instrumen yang digunakan adalah tes hasil belajar matematika berbentuk pilihan ganda yang diberikan pada siswa Sekolah Dasar kelas V. Penelitian dilaksanakan di dua SD yang terletak di kota Bandung pada 357 peserta didik. Populasi penelitian berupa skor tes hasil belajar dengan metode penskoran *number-right score*, *punishment score* dan *reward score*. Hipotesis penelitian diuji menggunakan uji Friedman (*Friedman test*). Hasil analisis pada taraf signifikansi 0,05 diperoleh hasil: ada perbedaan reliabilitas hasil belajar antara yang dinilai menggunakan metode penskoran *number-right score* dengan metode penskoran *correction for guessing* yaitu metode penskoran *punishment score* dan *reward score*. Hasil dari uji pasca hipotesis adalah (1) Ada perbedaan reliabilitas hasil belajar antara yang dinilai menggunakan metode penskoran *number-right score* dengan metode penskoran *punishment score*; (2) Ada perbedaan reliabilitas hasil belajar antara yang dinilai menggunakan metode penskoran *number-right score* dengan metode penskoran *reward score*; (3) Ada perbedaan reliabilitas hasil belajar antara yang dinilai menggunakan metode penskoran *punishment score* dengan metode penskoran *reward score*.

Kata kunci : reliabilitas, *number-right score*, *punishment score*, *reward score*

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Comparability of Reliability on Mathematics Achievement Test Based on the
method of Scoring Number-Right Score and Correction for Guessing

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ABSTRACT

This study aims to perceive comparison of the reliability on multiple choice mathematics achievement test based on number-right scoring method and correction for guessing scoring method. The study was conducted using an quasi-experimental method and the static group comparison design. The instrument used is a mathematics achievement test given at the fifth grade of elementary school students. The research was held in two elementary school in Bandung with 357 students. Population of the research is achievement test scores with number-right, punishment, and reward scoring method. The hypotheses research were tested using Friedman test. Analysis result at 0,05 significance level shown that there is a difference between reliability that scored with number-right, punishment, and reward scoring methods. Posthoc analysis result at 5% significance level shown that (1) There is a difference between reliability that scored with number-right and punishment scoring methods; (2) There is a difference between reliability that scored with number-right and reward scoring methods; (3) There is no difference between reliability that scored with punishment, and reward scoring methods.

Keywords: reliability, number-right score, punishment score, reward score

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