

DEVELOPING INSTRUMENT OF STUDENTS CRITICAL THINKING ASSESSMENT IN FESYEN PROBLEM SOLVING

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ABSTRACT

This study aims to: (1) develop an instrument for assessing students' critical thinking in solving fashion problems, which includes: critical thinking questions in the form of multiple-choice clothing that emphasizes HOTS (higher-order thinking skills); (2) knowing the characteristics and quality of the students' critical thinking assessment instruments in solving fashion questions; and (3) the application of students' critical thinking assessment instruments in solving fashion problems in productive subjects in the fashion field.

The development of assessment instruments for students' critical thinking in solving fashion problems is development research that refers to the procedure for developing an assessment instrument starting from setting goals and specifications for assessment to its application in productive subjects in the fashion field. The instrument developed in the form of critical thinking questions for productive subjects in the field of clothing is multiple choice. The validity of the instrument was proven by the content validity using expert assistance and then analyzed using the Aiken (V), CVI, and CVR formulas. Meanwhile, the construct validity is proven by the product-moment correlation proposed by Pearson. Instrument reliability with Interclass Correlation (ICC) and Cronbach's alpha. The research subjects were 40 fashion students who were taking productive courses in the fashion field at PTBB FT UNY semester 6 of the S1 Fashion Engineering Education study program. Data collection techniques through multiple-choice form tests to measure students' critical thinking skills in solving fashion questions that are packaged in the google form. Data were analyzed qualitatively and quantitatively.

The results of this study were: (1) in the form of a student's critical thinking assessment instrument product in solving fashion questions in the form of 25 multiple-choice items with 5 good choices and suitable for use in productive subjects in the field of fashion in universities; (2) The characteristics and quality of the student's critical thinking assessment instrument in solving the mode questions showed that of the 25 multiple-choice items all of them were declared valid, with a difficulty level of 92% in the medium category and 8% in the difficult category. category, the discriminatory power of 84% belongs to the problem. satisfactory category and 16% in the very satisfying category, so that all items can be accepted and declared worthy; and (3) the application of students' critical thinking assessment instruments in solving fashion problems in productive subjects in the fashion sector was carried out using google form without experiencing significant obstacles.

Kata Kunci: *instrument, assessment, critical thinking, students, fashion*