

IDENTIFIKASI KONSEPSI DALAM MATERI TEKANAN PADA SISWA KELAS VIII SMP NEGERI 1 SINGARAJA

Oleh

I Wayan Regeg Astika, NIM 1613071014

Jurusan Fisika dan Pengajaran IPA

ABSTRAK

Penelitian ini bertujuan mendeskripsikan dan menjelaskan tentang (a) profil konsepsi siswa kelas VIII SMP Negeri 1 Singaraja pada topik tekanan zat serta penerapannya dan (b) faktor-faktor yang penyebab miskonsepsi pada siswa kelas VIII SMP Negeri 1 Singaraja pada topik tekanan zat. Penelitian ini dilakukan pada tahun pelajaran 2019/2020 semester genap di SMP Negeri 1 Singaraja. Penelitian ini mempergunakan pendekatan *mix method* (campuran). Sampel yang digunakan yaitu 77 orang. Metode pengumpulan data yang dilaksanakan mempergunakan tes diagnostik, wawancara, dan studi dokumen. Sebelum tes diagnostik digunakan, terlebih dahulu dilakukan validasi ahli untuk menguji validitas soal dan uji coba tes untuk menguji validitas, tingkat kesukaran, daya beda dan reliabilitas tes tersebut. Hasil validitas 24 soal valid, tingkat kesukaran 14 soal tergolong mudah, 4 soal tergolong sedang dan 7 soal tergolong sukar. Hasil uji daya beda 4 soal tergolong buruk, 4 soal tergolong cukup, 6 soal tergolong baik, dan 11 soal tergolong sangat baik. Hasilnya, tes diagnostik yang digunakan memiliki nilai reliabilitas sebesar 0,46 yang menunjukkan bahwa soal ini memiliki reliabilitas sedang. Data dianalisis menggunakan tes diagnostik, trankrip wawancara, dan triangulasi. Hasil penelitian menunjukkan bahwa (a) konsepsi siswa terdiri atas 56, 25% siswa yang tergolong miskonsepsi, 25,75% siswa yang paham konsep, dan 18% siswa yang paham konsep, (b) ragam miskonsepsi yang dialami siswa tedapat pada konsep penerapan tekanan zat padat, penerapan hukum Boyle, penerapan tekanan hidrostatis, penerapan Hukum Archimedes, aplikasi Hukum Archimedes, aplikasi tekanan zat gas, (c) dari hasil analisis terdapat siswa mengalami miskonsepsi yang besifat resisten (d) faktor-faktor penyebab miskonsepsi siswa berdasarkan hasil analisis sumber-sumber konsepsi yang berasal dari siswa sendiri yaitu salah satunya kurangnya minat belajar siswa dalam mengikuti pelajaran. Kurang persiapan siswa dalam kegiatan belajar mengajar.

Kata kunci: konsepsi, miskonsepsi, sumber miskonsepsi

ABSTRACT

This study aims to describe and explain about (a) the profile of VIII grade students' conceptions of SMP Negeri 1 Singaraja on the topic of substance pressure and their application and (b) the factors that cause misconceptions in class VIII students of SMP Negeri 1 Singaraja on the topic of substance pressure. This research was conducted in the academic year 2019/2020 even semester at SMP Negeri 1 Singaraja. This research uses a mix method approach. The sample used was 77 people. Data collection methods used were diagnostic tests, interviews, and

document studies. Before the diagnostic test is used, expert validation is first done to test the validity of the questions and test trials to test the validity, difficulty level, different power and reliability of the test. The results of the validity of 24 questions are valid, the difficulty level of 14 questions is relatively easy, 4 questions are classified as moderate and 7 questions are classified as difficult. The results of the different power test 4 questions are classified as bad, 4 questions are classified as sufficient, 6 questions are classified as good, and 11 questions are classified as very good. The result, the diagnostic test used has a reliability value of 0.46 which indicates that this question has moderate reliability. Data were analyzed using diagnostic tests, interview tips, and triangulation. The results showed that (a) students' conceptions consisted of 56, 25% of students classified as misconception, 25.75% of students who understood the concept, and 18% of students who understood the concept, (b) the variety of misconceptions experienced by students were based on the concept of applying pressure solid substances, application of Boyle law, application of hydrostatic pressure, application of Archimedes's Law, application of Archimedes's Law, gas press application, (c) from the analysis results there are students experiencing misconceptions that are resistant (d) factors that cause students' misconceptions based on the results of source analysis -the source of conceptions originating from students themselves, one of which is the lack of interest in learning students in following the lessons. Lack of preparation of students in teaching and learning activities.

Keywords: conception, misconception, source of misconception

