

ABSTRAK

Ni Kadek Depi Dumaini (2021), *Pengembangan Instrumen Penguasaan Konsep IPA Dan Self Efficacy Pada Siswa Kelas IV Sekolah Dasar*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: Penguasaan Konsep IPA, *Self Efficacy*, Pengembangan Instrumen

Berdasarkan analisis kebutuhan ditemukan bahwa instrumen penguasaan konsep IPA yang ada terbatas pada tingkatan C1-C2. Instrumen *self efficacy* siswa juga belum tersedia. Temuan tersebut mengindikasikan perlu adanya perbaikan kualitas instrumen penilaian. Penelitian ini bertujuan untuk (1) mengetahui prosedur pengembangan instrumen penguasaan konsep IPA dan *self efficacy*, (2) mengetahui validitas serta reliabilitas instrumen penguasaan konsep IPA dan *self efficacy*. Penelitian ini menggunakan model pengembangan 4-D, dengan tahapan: *difine, design, develop, dan disseminate*. Tetapi, dikarenakan pandemi *Covid-19*, tahap *disseminate* tidak dapat dilaksanakan lebih lanjut. Subjek penelitian ini adalah dosen, guru SD kelas IV, dan siswa kelas V SD. Metode pengumpulan data terdiri dari pedoman wawancara, lembar validasi, serta analisis instrumen penguasaan konsep IPA dan *self efficacy*. Metode analisis data terdiri dari uji validitas dan reliabilitas. Hasil penelitian menunjukkan bahwa: (1) Instrumen penguasaan konsep IPA memperoleh nilai CVI sebesar 0,88, dengan 10 soal valid. (2) Instrumen *self efficacy* memperoleh nilai CVI sebesar 0,90, dengan 28 butir valid dan 2 butir tidak valid. (3) Instrumen penguasaan konsep IPA memperoleh reliabilitas sebesar 0,87 (4) Instrumen *self efficacy* memperoleh reliabilitas sebesar 0,85. Dengan demikian, pengembangan instrumen penguasaan konsep IPA dan *self efficacy* telah memenuhi persyaratan sebagai instrumen yang valid dan reliabel sehingga layak digunakan dalam pembelajaran.

ABSTRACT

Ni Kadek Depi Dumaini (2021), *Development of Instruments for Mastering Science Concepts and Self Efficacy in Grade IV Elementary School Students*. Thesis, Elementary Education, Graduate Program, Ganesha University of Education.

This thesis has been approved and checked by Advisor I: Prof. Dr. Ida Bagus Putrayasa, M.Pd., and Advisor II: Dr. I Wayan Widianana, S.Pd., M.Pd.

Keywords: Science Concept Mastery, Self Efficacy, Instrument Development

Based on the needs analysis, it was found that the existing science concept mastery instruments were limited to the C1-C2 level. Student self-efficacy instruments are also not yet available. These findings need to improve the quality of the instrument. This study aims to (1) determine the procedure of developing an instrument for mastering science concepts and self-efficacy, (2) knowing the validity and reliability of the instrument for mastering science concepts and self-efficacy. This study uses a 4-D development model, with stages: define, design, develop, and disseminate. However, due to the Covid-19 pandemic, the dissemination stage could not be carried out further. The subjects of this research were lecturers, fourth grade elementary school teachers, and fifth grade elementary school students. Data collection methods consist of interview guidelines, validation sheets, and analysis of science concept mastery instruments and self-efficacy. The data analysis method consists of validity and reliability tests. The results showed that: (1) The science concept mastery instrument obtained a CVI score of 0.88, with 10 valid questions. (2) The self-efficacy instrument obtained a CVI value of 0.90, with 28 valid items and 2 invalid items. (3) The science concept mastery instrument obtained a reliability of 0.87 (4) The self-efficacy instrument obtained a reliability of 0.85. Thus, the development of science concept mastery and self-efficacy instruments has met the requirements as a valid and reliable instrument so that it is suitable for use in learning.