ABSTRAK

PENERAPAN TEKNIK ANALISIS FAKTOR UNTUK MENGANALISIS PENGARUH *CHEMISTRY SELF-EFFICACY* TERHADAP HASIL BELAJAR

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Penelitian ini bertujuan untuk mengadaptasi dan menguji validasi lintas budaya (*cross culturral validation)* konstruk instrumen *High School Chemistry Self-Efficacy* (HCSS) yang dikembangkan oleh Aydin dan Uzuntiryaki (2009), untuk mengetahui hubungan antar faktor *chemistry self-efficacy*, mengetahui perbedaan *chemistry self-efficacy* siswa ditinjau dari *gender* dan *grade*, serta mengetahui pengaruh *chemistry self-efficacy* terhadap hasil belajar kimia siswa. Kuesioner HCSS ini terdiri dari 16 item pertanyaan yang dapat mengukur 2 sikap efikasi diri kimia yaitu efikasi diri kimia dalam kognitif dan efikasi diri untuk laboratorium kimia. Populasi dari penelitian ini adalah seluruh siswa SMA di Kabupaten Lampung Barat. Sampel pada penelitian ini berjumlah 383 yang berasal dari SMAN 1 Liwa dan SMAN 2 Liwa yang dipilih menggunakan teknik *stratified random sampling*. Berdasarkan analisis konfirmatori didapatkan model fit kuesioner HCSS versi Bahasa Indonesia. Hasil penelitian *chemistry self-efficacy* ditinjau dari perspektif *gender* menunjukkan peserta didik perempuan memiliiki *chemistry self-efficacy* yang lebih tinggi dibandingkan peserta didik laki-laki dengan perbedaan signifikan. Ditinjau dari perspektif *grade,* peserta didik kelas XII memiliki *chemistry self-efficacy* yang lebih tinggi dibandingkan peserta didik kelas X dengan perbedaan yang signifikan. Pada uji t regresi linier menunjukkan bahwa terdapat pengaruh *chemistry self-efficacy* terhadap hasil belajar kimia siswa di SMA Kabupaten Lampung Barat.

Kata Kunci: *Chemistry self-efficacy,* hasil belajar kimia, analisis faktor konfirmatori, *gender*, *grade*

ABSTRACT

APPLICATION OF FACTOR ANALYSIS TECHNIQUE TO ANALYZE THE INFLUENCE OF CHEMISTRY SELF-EFFICACY ON LEARNING OUTCOMES

By

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This study aimed to adapt and test cross-cultural validation of the High School Chemistry Self-Efficacy (HCSS) instrument construct developeded by Aydin and Uzuntiryaki (2009), to determined the relationship between chemistry self-efficacy factors, knowing differences in chemistry self -student efficacy in terms of gender and grade, as well as knowing the effect of chemistry self-efficacy on student chemistry learning outcomes. These HCSS questionnaire consists of 16 question items that can measured 2 dimensions of chemical self-efficacy, namely chemical self-efficacy in cognitive and self-efficacy for chemistry laboratories. The population of this study were all high school students in West Lampung regency. The sample in this study was 383 from SMAN 1 Liwa and SMAN 2 Liwa who were selected used a stratified random sampling technique. Based on the confirmatory analysis, the Indonesian version of the HCSS questionnaire fit model was obtained. The results of chemistry self-efficacy research from a gender perspective showed that female students have higher chemistry self-efficacy than male students with significant differences. In terms from a grade perspective, class XII students have higher chemistry self-efficacy than class X students with a significant difference. The linear regression t-test showed that there is an influence between chemistry self-efficacy on students chemistry learning outcomes in SMA West Lampung Regency.

Keywords: Chemistry self-efficacy, chemistry learning outcomes, confirmatory factor analysis, gender, grade