

ABSTRAK

PENGEMBANGAN DAN VALIDASI *HIGH SCHOOL CHEMISTRY SELF-EFFICACY SCALE* MENGGUNAKAN TEKNIK ANALISIS FAKTOR

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Penelitian ini bertujuan untuk mengadaptasi dan validasi lintas budaya (*cross cultural validation*) konstruk instrumen *High School Chemistry Self-Efficacy Scale* (HCSS) yang dikembangkan oleh Aydin dan Uzuntiryaki (2009), mengetahui hubungan antar faktor *chemistry self-efficacy*, mengetahui perbedaan *chemistry self-efficacy* siswa ditinjau dari *gender* dan *grade*, serta mengetahui pengaruh *self-efficacy* terhadap hasil belajar kimia siswa. HCSS ini terdiri dari 16 item pertanyaan yang dapat mengukur 2 sikap efikasi diri kimia yaitu efikasi diri kimia dalam kognitif (CSCS) dan efikasi diri kimia dalam laboratorium (SCL). Populasi dalam penelitian ini adalah seluruh siswa SMA di Kabupaten Pesawaran. Sampel yang digunakan pada penelitian ini berjumlah 397 siswa yang berasal dari sekolah SMAN 1 Gedong Tataan dan SMAN 2 Gedong Tataan yang dipilih menggunakan teknik *stratified random sampling*. Berdasarkan analisis faktor konfirmatori didapatkan model fit kuesioner HCSS versi Bahasa Indonesia. Hasil penelitian *chemistry self-efficacy* ditinjau dari *gender* menunjukkan peserta didik perempuan memiliki *chemistry self-efficacy* yang lebih tinggi dibandingkan peserta didik laki-laki dengan perbedaan signifikan. Ditinjau dari *grade* peserta didik kelas XII memiliki *chemistry self-efficacy* yang lebih tinggi dibandingkan peserta didik X dengan perbedaan yang signifikan. Pada uji t regresi linear menunjukkan bahwa terdapat pengaruh *self-efficacy* terhadap hasil belajar kimia siswa di SMA Kabupaten Pesawaran.

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

ABSTRACT

DEVELOPMENT AND VALIDATION OF HIGH SCHOOL CHEMISTRY SELF-EFFICACY SCALE USING FACTOR ANALYSIS

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This study aimed to adapt and cross-cultural validation the construct of the High School Chemistry Self-Efficacy Scale (HCSS) instrument developed by Aydin and Uzuntiryaki (2009), to determine the relationship between chemistry self-efficacy factors, to determine differences in chemistry self-efficacy student in terms of gender and grade, as well as knowing the effect of self-efficacy on student chemistry learning outcomes. These HCSS consists of 16 question items that can measure 2 dimensions of chemical self-efficacy, namely chemical self-efficacy in cognitive (CSCS) and chemical self-efficacy in the laboratories (SCL). The population in this study were all high school students in Pesawaran Regency. The sample used in this study was 397 students from SMAN 1 Gedong Tataan and SMAN 2 Gedong Tataan who were selected used a stratified random sampling technique. Based on the confirmation factor analysis, the Indonesian version of the HCSS questionnaire fit model was obtained. The results of chemistry self-efficacy research in terms of gender showed that female students have higher chemistry self-efficacy than male students with a significant difference. In terms of grade showed that class XII students have higher chemistry self-efficacy than student class X with a significant difference. The linear regression t-test showed that there is an effect of self-efficacy on students chemistry learning outcomes in SMA Pesawaran Regency.

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