

ABSTRAK

PENGEMBANGAN INSTRUMEN ASESMEN KETERAMPILAN TRANSLASI ANTARLEVEL REPRESENTASI PADA TOPIK IKATAN KIMIA

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Penelitian ini bertujuan untuk mengembangkan instrumen asesmen keterampilan translasi antarlevel representasi pada topik ikatan kimia, mendeskripsikan karakteristik, validitas, reliabilitas, serta tanggapan guru terhadap instrumen yang dikembangkan. Penelitian ini menggunakan metode pengembangan 4D (*Define, Design, Develop, Disseminate*), namun dibatasi sampai tahap ketiga. Subjek dalam penelitian ini melibatkan 34 siswa dan 3 guru kimia SMA Negeri yang ada di Bandarlampung serta tiga validator ahli. Data dikumpulkan melalui validasi ahli, angket guru, serta uji coba terbatas kepada siswa, kemudian dianalisis secara deskriptif. Hasil validasi ahli meliputi aspek kesesuaian isi yang meliputi kesesuaian isi dengan kurikulum, keterampilan kompetensi representasional, dan 3D-LAP dan aspek konstruksi. Berdasarkan hasil validasi ahli memiliki kriteria tinggi, sehingga produk dinyatakan valid. Hasil tanggapan guru meliputi aspek kesesuaian isi, konstruksi, dan kemenarikan. Berdasarkan hasil tanggapan guru menunjukkan bahwa instrumen ini layak digunakan sebagai alat evaluasi dalam pembelajaran, memiliki kesesuaian dengan materi dan memiliki susunan yang sesuai. Dengan demikian, instrumen asesmen keterampilan translasi antarlevel representasi yang dikembangkan dapat digunakan sebagai asesmen yang relevan bagi peserta didik.

Kata kunci : Translasi Antarlevel, Instrumen Asesmen, representasi makroskopik, representasi simbolik, representasi submikroskopik, ikatan kimia.

ABSTRACT

DEVELOPMENT OF AN ASSESSMENT INSTRUMENT FOR INTERLEVEL REPRESENTATIONAL TRANSLATION SKILLS ON THE TOPIC OF CHEMICAL BONDING

By

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This study aims to develop an assessment instrument for translation skills between levels of representation on the topic of chemical bonds, describing the characteristics, validity, reliability, and teacher responses to the developed instrument. This study uses the 4D development method (Define, Design, Develop, Disseminate), but is limited to the third stage. The subjects in this study involved 34 students and 3 chemistry teachers of public high schools in Bandarlampung, as well as three expert validators. Data were collected through expert validation, teacher questionnaires, and limited trials with students, then analyzed descriptively. The results of expert validation include aspects of content suitability, including content suitability with the curriculum, representational competency skills, and 3D-LAP and construction aspects. Based on the results of expert validation, the product has high criteria, so it is declared valid. The results of teacher responses include aspects of content suitability, construction, and attractiveness. Based on the results of teacher responses, it shows that this instrument is suitable for use as an evaluation tool in learning, has suitability with the material and has an appropriate structure. Thus, the developed interlevel translation skills assessment instrument can be used as a relevant assessment for students.

Keywords : Interlevel Translation, Assessment Instrument, macroscopic representation, symbolic representation, submicroscopic representation, chemical bonding.