

Eva Mariana, 2021. *Analisis Kesalahan Konseptual dan Prosedural Siswa Pada Materi Tekanan Zat Berdasarkan Regulasi Diri*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Nur Qomaria, S.Pd., M.Pd

ABSTRAK

Penelitian ini bertujuan untuk mengetahui persentase kesalahan konseptual dan prosedural siswa berdasarkan regulasi diri dan kesalahan konseptual dan prosedural apa sajakah yang dilakukan siswa dalam menyelesaikan soal-soal materi tekanan zat berdasarkan regulasi diri. Instrumen yang digunakan berupa tes essay yang terdiri dari 6 soal materi tekanan zat dan 24 pernyataan angket regulasi diri. Data dianalisis dengan menggunakan kuantitatif deskriptif. Hasil penelitian ini menunjukkan bahwa pada tingkat regulasi diri tinggi, kesalahan konseptual siswa sebesar 52% dan kesalahan prosedural juga 52%. Pada tingkat regulasi sedang, kesalahan konseptual siswa sebesar 45% dan kesalahan prosedural sebesar 55%. Pada sampel tidak ditemukan siswa dengan regulasi rendah. Dengan demikian, rata-rata persentase kesalahan konseptual siswa secara keseluruhan sebesar 48,5% dan kesalahan prosedural sebesar 53,5%. Kesalahan konseptual yang dilakukan siswa seperti kesalahan menentukan rumus, penulisan satuan dalam pengerjaan, penulisan diketahui dan ditanya pada soal, serta tidak menuliskan rumus. Sedangkan kesalahan prosedural seperti struktur langkah penyelesaian, kesalahan hitung, serta tidak menuliskan simpulan diakhir pengerjaan.

Kata kunci: konseptual dan prosedural, regulasi diri, tekanan zat

Eva Mariana, 2021. *Analysis of Students' Conceptual and Procedural Errors on Substance Pressure Materials Based on Self-Regulation*. Thesis, Science Education Study Program, Faculty of Education, Trunojoyo University Madura. Supervisor: Nur Qomaria, S.Pd., M.Pd

ABSTRAK

This study aims to determine the percentage of students' conceptual and procedural errors based on self-regulation and what conceptual and procedural errors were made by students in solving material pressure problems based on self-regulation. The instrument used in the form of an essay test consisting of 6 material pressure questions and 24 self-regulation questionnaire statements. Data were analyzed using descriptive quantitative. The results of this study indicate that at a high level of self-regulation, students' conceptual errors are 52% and procedural errors are also 52%. At the moderate level of regulation, students' conceptual errors were 45% and procedural errors were 55%. In the sample, there were no students with low regulation. Thus, the average percentage of students' conceptual errors as a whole is 48.5% and procedural errors are 53.5%. Conceptual errors made by students such as errors in determining formulas, writing units in progress, writing known and asked questions, and not writing formulas. While procedural errors such as the structure of the completion steps, calculation errors, and not writing the conclusion at the end of the work.

Keywords: conceptual and procedural, self regulation, substance pressure