

Ning Fitri Navyanti. 2024. *Analisis Miskonsepsi Siswa pada Materi Ekologi dan Keanekaragaman Hayati Ditinjau dari Gaya Belajar Felder Silverman*. Skripsi. Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Dosen Pembimbing: Nur Qomaria.

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan gaya belajar IPA siswa menurut Felder Silverman dan bagaimana tingkat miskonsepsi siswa pada materi ekologi dan keanekaragaman hayati ditinjau dari gaya belajar Felder Silverman. Jenis penelitian ini yaitu deskriptif kuantitatif dengan populasi siswa kelas VII SMP Negeri 1 Bangkalan Tahun Ajaran 2023/2024. Sampel yang digunakan dalam penelitian yaitu kelas VII A dan VII E sebanyak 59 siswa dengan teknik *purposive sampling*. Pengumpulan data yang dilakukan yaitu dengan memberikan angket gaya belajar Felder Silverman dan *five tier diagnostic test*. Hasil penelitian menunjukkan bahwa: 1) Dimensi pemrosesan didominasi siswa dengan kategori gaya belajar aktif seimbang 45,76%, dimensi persepsi didominasi siswa dengan kategori gaya belajar sensing sedang 44,07%, dimensi input didominasi siswa dengan kategori gaya belajar visual seimbang 42,37%, dan dimensi pemahaman didominasi siswa dengan kategori gaya belajar sekuensial seimbang 49,15%. 2) Siswa sebanyak 31,36% dinyatakan mengalami miskonsepsi pada materi ekologi dan keanekaragaman hayati yang terbagi atas miskonsepsi rendah dan sedang masing-masing 20 siswa dan 14 siswa miskonsepsi tinggi. Miskonsepsi siswa terbanyak pada konsep keanekaragaman hayati dan aliran energi. Berdasarkan peninjauan miskonsepsi siswa terhadap gaya belajar Felder Silverman, dapat disimpulkan bahwa dimensi pemrosesan didominasi siswa miskonsepsi dengan gaya belajar reflektif sebanyak 39,29%, dimensi persepsi didominasi siswa miskonsepsi dengan gaya belajar sensing sebanyak 34,74%, dimensi input didominasi siswa miskonsepsi dengan gaya belajar verbal sebanyak 43,37%, dan dimensi pemahaman didominasi siswa miskonsepsi dengan gaya belajar sekuensial sebanyak 37,76%. Dari ke empat dimensi gaya belajar Felder Silverman, ternyata yang paling menyebabkan miskonsepsi yaitu dimensi input.

Kata kunci: ekologi dan keanekaragaman hayati, *five tier diagnostic test*, gaya belajar Felder Silverman, miskonsepsi.

Ning Fitri Navyanti. 2024. *Analysis of Students' Misconceptions on Ecology and Biodiversity Materials Reviewed from Felder Silverman's Learning Style*. Thesis. Science Education Study Program, Faculty of Education, Trunojoyo Madura University. Advisor: Nur Qomaria.

ABSTRACT

This study aims to describe the learning style of science students according to Felder Silverman and how the level of misconceptions of students on ecology and biodiversity materials were reviewed from Felder Silverman's learning style. This method of study was quantitative descriptive with the population of grade VII students of SMP Negeri 1 Bangkalan for the 2023/2024 Academic Year. The samples used in this research were class VII A and VII E as many as 59 students with purposive sampling techniques. The data collection were carried out by giving a questionnaire on Felder Silverman's learning style and a five-tier diagnostic test. The results revealed that; 1) The processed dimension was dominated by students with a balanced active learning style category of 45,76%, the perception dimension was dominated by students with a moderate sensing learning style category of 44,07%, the input dimension was dominated by students with a balanced visual learning style category of 42,37%, and the comprehension dimension was dominated by students with a balanced sequential learning style category of 49,15%. 2) as many as 31,36% of students were declared to have misconceptions about ecology and biodiversity materials, which is divided into 20 students each in a low and medium misconceptions and 14 students in a high misconceptions. The most misconceptions among students are on the concepts of the biodiversity and energy flow. Therefore, according to the aforementioned data presented of students' misconceptions about Felder Silverman's learning style, it can be concluded that the processed dimension is dominated by misconception students with reflective learning style as much as 39,29%, the perception dimension is dominated by misconception students with sensing learning style as much as 34,74%, the input dimension is dominated by misconception students with verbal learning style as much as 43,37%, and the understanding dimension is dominated by misconception students with sequential learning style as much as 37.76%. Of the four dimensions of Felder Silverman's learning style, it turns out that the one that causes the most misconception is the input dimension.

Keywords: ecology and biodiversity, five tier diagnostic test, Felder Silverman learning style, misconceptions.