

Dwi Wahyu Andriani. 2020. *Analisis Miskonsepsi Peserta Didik Berbasis Revised Bloom's Taxonomy Pada Materi IPA Konsep Tekanan Zat*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1: Fatimatul Munawaroh dan Pembimbing 2: Nur Qomaria.

ABSTRAK

Rendahnya pemahaman konsep serta konsep dalam IPA yang bersifat abstrak dapat memicu terjadinya miskonsepsi. Untuk mengetahui miskonsepsi peserta didik, maka dilakukan penelitian analisis miskonsepsi peserta didik berbasis *Revised Bloom's Taxonomy* pada materi IPA konsep Tekanan Zat, menggunakan desain penelitian campuran (*mixed design*) bersifat *dominant-less dominant* serta dilaksanakan di Kabupaten Bangkalan dengan populasinya peserta didik kelas VIII SMP tahun pelajaran 2019/2020. Teknik pengambilan sampel menggunakan *purposive sampling*. Sampel penelitian 24 peserta didik dari beberapa sekolah SMP. Data dikumpulkan melalui tes, dokumentasi, observasi, dan wawancara. Penelitian menunjukkan terdapat sebanyak 43,13 % jumlah rata-rata peserta didik miskonsepsi, sebanyak 15,41 % jumlah rata-rata paham konsep, sebanyak 34,37 % jumlah rata-rata tidak paham konsep, serta sebanyak 7,09 % jumlah rata-rata yang mengalami error. Miskonsepsi terjadi tiap-tiap indikator dan ranah kognitif taksonomi Bloom revisi dengan persentase tertinggi tiap indikator terletak pada indikator ke 6 sebanyak 37,5 % sedangkan terendah terletak pada indikator ke 2 sebanyak 34,7 %. Untuk tiap ranah kognitif rata-rata jumlah persentase miskonsepsi tertinggi terletak pada ranah C4 sebanyak 49,1 % sedangkan terendah terletak pada ranah C2 sebanyak 37,5 %. Miskonsepsi yang dialami peserta didik dapat terjadi karena beberapa faktor yaitu minat belajar rendah, intuisi yang salah, konsep awal, serta kemampuan peserta didik.

Kata kunci: miskonsepsi, taksonomi Bloom's revisi, tekanan zat.

Dwi Wahyu Andriani. 2020. *Student Misconceptions Analysis Based on Revised Bloom's Taxonomy on Science Material Substance Pressure Concept*. Research Paper, Science Education, Faculty of Education, University of Trunojoyo Madura. Advisor 1: Fatimatul Munawaroh and Advisor 2: Nur Qomaria.

ABSTRACT

The low concept understanding and concepts in science that are abstract can cause misconceptions. In order to find out students' misconceptions, it was conducted a students' misconceptions research based on Revised Bloom's Taxonomy on the substance pressure concept science material using a mixed-design which is dominant-less and was conducted in Bangkalan Regency with a population of eighth grade students in junior high school in 2019/2020 academic year. The sampling technique used purposive sampling. Research sample was 24 students from several junior high schools. The data was collected through tests, documentation, observations, and interviews. Research showed that there were 43.13% of the average number of students' misconception, 15.41% of the average number of conceptual understanding, 34.37% of the average number of students who did not understand the concept, and 7.09% of the average number experiencing an error. Misconceptions occurred for each indicator and the cognitive domain of Revised Bloom Taxonomy with the highest percentage of each indicator located in the 6th indicator 37.5% while the lowest was in the 2nd indicator 34.7%. For each cognitive domain the average number of the highest percentage of misconceptions was in the C4 domain by 49.1% while the lowest was in the C2 domain by 37.5%. Misconceptions experienced by students can occur due to several factors, that is low learning interest, wrong intuition, initial concepts, and the ability of students.

Keywords: misconception, revised Bloom's taxonomy, substance pressure.