ABSTRAK

ANALISIS KESELARASAN ANTARA SOAL KIMIA TIMSS DENGAN KOMPETENSI DASAR DAN PEMBELAJARAN IPA-KIMIA SMP

Penelitian ini dilakukan untuk: (1) menganalisis tingkat keselarasan antara konten soal kimia TIMSS dengan kompetensi dasar dan pembelajaran IPA-Kimia SMP, dan (2) mendeskripsikan perbedaan cakupan materi dan tuntutan kemampuan kognitif antara soal kimia TIMSS dengan kompetensi dasar dan pembelajaran IPA-Kimia SMP. Penelitian ini merupakan penelitian deskriptif yang menggabungkan metode survei dan analisis konten. Survei dilakukan terhadap 25 orang guru IPA SMP dari tujuh SMPN di kota Bandung. Sementara itu, analisis konten dilakukan terhadap soal-soal kimia TIMSS tahun 2003, 2007 dan 2011 serta dokumen standar isi, silabus dan buku ajar IPA-Kimia SMP. Untuk menentukan kriteria tingkat keselarasan, metode yang digunakan adalah metode yang dikembangkan oleh Porter. Untuk itu, tingkat keselarasan disimbolkan dengan *Porter's Alignment Index*. Hasil penelitian menunjukkan bahwa tingkat keselarasan antara TIMSS dengan kompetensi dasar yaitu 0,5 (tingkat keselarasan sedang). Tingkat keselarasan antara TIMSS dengan pembelajaran IPA-Kimia SMP yaitu sebesar 0,469 (tingkat keselarasan rendah). Sementara itu, tingkat keselarasan antara kompetensi dasar dengan pembelajaran IPA-Kimia SMP yaitu sebesar 0,572 (tingkat keselarasan sedang). Tidak sempurnanya tingkat keselarasan ini ditandai dengan adanya perbedaan cakupan materi dan tuntutan kemampuan kognitif diantara soal kimia TIMSS, kompetensi dasar dan pembelajaran IPA-Kimia SMP. Hal ini tentu mempengaruhi pencapaian siswa Indonesia dalam studi TIMSS.

Kata-kata kunci: keselarasan, TIMSS, kompetensi dasar, pembelajaran IPA-Kimia SMP, *Porter's Alignment Index*.

ABSTRACT

ANALYSIS OF THE ALIGNMENT BETWEEN CHEMISTRY CONTENT ON TIMSS WITH BASIC COMPETENCIES AND SCIENCE-CHEMISTRY LEARNING IN JUNIOR HIGH SCHOOL

This study was conducted to: (1) analyze the level of alignment between chemistry content on TIMSS with basic competencies and science-chemistry learning in Junior High School and (2) describe the discrepancies between chemistry content on TIMSS with basic competencies and science-chemistry learning in Junior High School in term of cognitive demands as well as subject content covered. This study was descriptive research which combined survey method and content analysis. The survey was conducted on 25 science teacher from seven Junior High School in Bandung. Meanwhile, the content analysis conducted on chemistry content of TIMSS 2003, 2007 and 2011 and the content standard document, syllabus and science-chemistry textbook of Junior High School. To determine the degree of alignment criteria, this study used the method developed by Porter. Accordingly, the level of alignment is symbolized by Porter's Alignment Index. The results showed that the degree of alignment between TIMSS and the basic competencies was 0.5 (moderate level of alignment). The level of alignment between the TIMSS and science-chemistry learning in Junior High School was 0.469 (low level of alignment). Meanwhile, the level of alignment between the basic competencies and science-chemistry learning in Junior High School was 0.572 (moderate level of alignment). This imperfect alignment level is characterized by the discrepancies in term of subject content covered and cognitive demands among chemistry content on TIMSS, basic competencies and science-chemistry learning in Junior High School. This can affect certainly toward the achievement of Indonesian students in TIMSS.

Keywords: alignment, TIMSS, basic competencies, science-chemistry learning in Junior High School, Porter's Alignment Index.