

## ABSTRAK

Analisis Pemahaman Konsep Siswa *High* Dan *Low Achievers* Pada Materi Kelarutan Dan Hasil Kali Kelarutan Berdasarkan Proses Pembelajaran Di SMA Unggulan Kota Padang. **Monica Primasari. Pendidikan Ilmu Pengetahuan Alam (2013).**

Penelitian ini bermula dari kenyataan bahwa sebagian siswa potensial di sekolah unggulan tidak mampu mencapai hasil belajar Kimia di atas nilai KKM yang ditetapkan sekolah, hingga dapat dilabeli sebagai *high-achievers* (HA) dan *low achievers* (LA). Padahal, hasil belajar siswa adalah salah satu ukuran kualitas penyelenggaraan pembelajaran di sekolah. Oleh karena itu, sebagai bagian dari upaya meningkatkan kualitas pembelajaran, perlu dilakukan analisis terhadap pemahaman konsep siswa HA dan LA tersebut berdasarkan proses pembelajaran yang dialami. Pemahaman konsep siswa diteliti pada materi Kelarutan dan Hasil Kali Kelarutan, sementara proses pembelajaran ditinjau dari empat aspek, yaitu alur proses, interaksi guru dan siswa dalam pembelajaran, partisipasi siswa, dan ekspektansi guru terhadap performa pembelajaran siswa HA dan LA. Penelitian ini menggunakan pendekatan kualitatif dan dilakukan di salah satu SMA Unggulan di kota Padang. Subyek dari penelitian ini adalah 30 siswa HA dan LA di kelas unggulan dan reguler yang diajar oleh guru yang sama. Data pemahaman konsep siswa diperoleh melalui teknik tes berbentuk essay, sementara data proses pembelajaran diperoleh melalui teknik observasi dan perekaman, pemberian kuesioner, dan wawancara. Hasil penelitian menunjukkan bahwa: 1) pada enam dari sembilan konsep dalam materi Kelarutan dan Hasil Kali Kelarutan, pemahaman siswa HA lebih tinggi daripada siswa LA di kelas unggulan maupun reguler; 2) bentuk kesalahan siswa dalam menjawab soal pemahaman konsep berhubungan dengan proses pembelajaran yang dialami siswa di kelas; 3) alur proses pembelajaran di kedua kelas sama dalam aktivitas dan materi pembelajaran, namun berbeda dalam urutan dan durasi setiap aktivitas; 4) frekuensi interaksi guru dengan siswa HA lebih tinggi dibandingkan siswa LA dalam bentuk bertanya, berada dekat dengan siswa, meminta siswa melakukan tugas belajar, dan berdiskusi dengan siswa mengenai materi; 5) frekuensi interaksi yang diawali siswa HA lebih tinggi dibandingkan siswa LA pada setiap pertemuan, tetapi beda frekuensi antara kedua kelompok tersebut lebih sempit di kelas unggulan dibandingkan kelas reguler; 6) bentuk partisipasi siswa yang paling sering teramati adalah mencatat materi dan bertanya mengenai materi pelajaran. Dari analisis terhadap alur proses, interaksi, partisipasi siswa, dan ekspektansi guru terhadap performa siswa HA dan LA dalam pembelajaran, peneliti mengusulkan beberapa tindakan yang dapat

dilakukan guru untuk meningkatkan kualitas pembelajaran materi Kelarutan dan Hasil Kali Kelarutan di masa yang akan datang.

Kata Kunci: Pemahaman konsep, *High-achievers*, *Low-achievers*, Proses Pembelajaran, Kelarutan, Hasil Kali Kelarutan

### ABSTRACT

Analysis of High and Low Achievers's Conceptual Understanding of Solubility and Solubility Product Constant Based on The Learning Process In An Excellent Senior High School in Padang. **Monica Primasari. Science Education (2013).**

This research was based on the reality that a number of potential students in excellent school couldn't get good achievement in chemistry learning which is above the minimum standard of mastery, so that those students can be labeled as high achievers (HA) and low achievers (LA). In fact, students' achievement is one way to measure the quality of learning process in school. Therefore, it is necessary to analyse those HA's and LA's conceptual understanding based on the learning process in school as a part of efforts to improve the quality of learning process. This research was focused on HA's and LA's understanding of Solubility and Solubility Product Constant based on the learning process at school in four aspects: the plot of learning process, learning interactions, students's participation, and teacher's expectation toward students' performance. This research used qualitative approach and was conducted in one of excellent senior high schools in Padang in second semester of 2012/ 2013 academic year. The subjects of this research were HA's and LA's chosen from excellent and regular class who were taught by the same teacher. Data of student's conceptual understanding were collected through essay test, while data of learning process were collected through observation and video recording, questionnaire, and interview. The research found that: 1) HA's conceptual understanding for nine concepts in Solubility and Solubility Product Constant were in higher level than that of LA's. This findings apply in both excellent and regular class; 2) students' mistakes in answering conceptual test were related to the learning process in class; 3) the plots of learning process in both classes are same in terms of learning material and activities, but different in terms of order and duration of each learning activities; 4) the frequency of teacher's interaction were higher toward HA's than LA in both classes in the form of asking a question, proximity, asking student to do academic task, and talking about lesson; 5) the frequency of HA's initiated interaction were higher than that of LA's in both classes for every meeting, however the gap between groups in excellent class

was narrower than that of regular class; 6) the most frequent forms of students participation are taking notes and asking about lesson. Based on the analysis of four aspects of learning process: the plot of learning process, learning interaction, students' participation, and teacher's expectation, some actions which teacher can integrate into teaching practice to improve the quality of learning process of Solubility and Solubility Product Constant in the future were recommended.

Keywords: *conceptual understanding, high achievers, low achievers, learning process, solubility, solubility product constant*

