

ABSTRAK

Penelitian mengenai kesalahan prosedural siswa dalam kegiatan praktikum sistem ekskresi bertujuan untuk mengidentifikasi seberapa besar kesalahan prosedural yang dialami siswa pada saat melakukan kegiatan praktikum uji Benedict pada materi sistem ekskresi manusia dengan menggunakan tes diagnostik *two tier*. Penelitian ini menggunakan metode deskriptif dan sampel dipilih secara *classroom random sampling*. Sampel penelitian sebanyak 36 siswa dalam 1 kelas, yaitu kelas XII IPA 7, di salah satu SMA negeri di Kota Cimahi. Data diperoleh dari tes diagnostik *two tier*, lembar observasi praktikum, LKS siswa, serta respon siswa dalam bentuk angket dan wawancara. Analisis data dilakukan dengan menghitung persentase ketercapaian pada lembar observasi, menghitung skor dari LKS, serta menghitung persentase kesalahan prosedural siswa pada saat *pretest* dan *posttest*. Temuan yang diperoleh dari penelitian ini adalah di akhir praktikum siswa masih mengalami kesalahan prosedural hampir di semua indikator prosedural yang diberikan dalam penelitian. Kesalahan terbesar terjadi pada indikator menyiapkan alat dan bahan (55.6%), melabeli tabung reaksi (61.1%), memanaskan tabung (52.8%), dan memegang pipet tetes (63.9%). Siswa dalam kelompok rendah mengalami kesalahan prosedural paling tinggi (52.5%) dibandingkan dengan kelompok sedang (38.05%) dan kelompok tinggi (24.4%). Kesimpulan yang didapatkan dari penelitian ini adalah masih terdapat kesalahan prosedural terhadap beberapa indikator prosedural yang diberikan dengan menggunakan tes diagnostik *two tier*, dengan persentase terbanyak pada indikator pengetahuan tentang teknik atau metode.

Kata Kunci: Pengetahuan Prosedural, Kesalahan Prosedural, Tes Diagnostik *Two Tier*, Sistem Ekskresi, Praktikum

ABSTRACT

This research on the students' procedural misunderstanding in the practicum activities of excretory system was aimed at measuring the procedural misunderstandings when the students execute the practicum activities of Benedict test on the material of human excretory system using a two tier diagnostic test. This research used a descriptive method with classroom random sampling as the sampling technique. The sample in this study was a class of 36 students, class XII IPA 7, in one Public Senior High School in Cimahi. The data were obtained using two tier diagnostic tests, practicum observation sheets, students' worksheets and students' responses in questionnaire and interview. The data were analyzed by calculating the percentage of achievement in the observation sheets, calculating the scores from students' worksheets, and by calculating the percentage of students' procedural misunderstanding on pre-test and post-test. The results of this study showed that students' are still has procedural misunderstanding in almost indicators of procedural that given in this research. The biggest procedural misunderstanding occurred on preparing lab equipment and materials (55.6%), labeled the test tube (61,1%), heating the tube (52.8%) and holds a pipette (63.9%). Students on the low group has the highest procedural misunderstanding (52.5%) compared with the moderate group (38.05%). It can be concluded from this study that there still present procedural misunderstandings on a number of procedural indicators given using two tier diagnostic test, with the highest percentage on the indicator of knowledge of the specific technique or methods.

Keywords: Procedural Knowledge, Procedural Misunderstanding, Two Tier Diagnostic Test, Excretory System, Practicum