

DAFTAR PUSTAKA

- Adams, W. K & Wieman, C. E. (2010). Development and Validation of Instruments to Measure Learning of Expert-Like Thinking. *International Journal of Science Education*, 33(9), 1-24.
- Annisa, N. (2013). *Pengembangan tes diagnostik pilihan ganda dua tingkat untuk mengidentifikasi miskonsepsi siswa kelas X pada materi hidrokarbon*. Skripsi, Universitas Pendidikan Indonesia, Bandung.
- Arifin, Zainal. (2012). *Evaluasi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Barke, H.D., Hazari, A., Yitbarek, S. (2009). *Misconceptions in Chemistry*. Jerman: Springer.
- Bayrak, B.K. (2013). Using two-tier test to identify primary students' conceptual understanding and alternative conception in acid base. *Melvana International Journal of Education*, 3(2), 19-26.
- Bhatnagar, R., Kim, J.. & Many, J.E (2014). Candidate surveys on program evaluation: Examining instrument reliability, validity and program effectiveness. *American Journal of Educational Research*, 2(8), 683-690.
- Cetin, A., Dindar dan Geban, O. (2011). Development of A-Three Tier Test to Assess High School Students' Understanding of Acids and Bases. *Journal of Baltic Science Education*, 15(1), 600-601.
- Chandrasegaran, A.L., Treagust, D.F., & Mocerino, M. (2007). The development of a two-tier multiple-choice diagnostic instrument for evaluating secondary school students' ability to describe and explain chemical reactions using multiple levels of representation. *Chemistry Education Research and Practice*, 2007, 8(3): 293-307.
- Chang, R. (2003). *Kimia dasar: Konsep-konsep inti*. Diterjemahkan oleh: Departemen kimia ITB. Jakarta: Erlangga.
- Coll, R.K. dan Taylor, N. (2002). Mental models in chemistry: senior chemistry students Mental models of chemical bonding. *Research And Practice In Europe*, 3(2), 175-184.

- Dahar, R.W. (1996). *Teori-teori belajar*. Jakarta: Gelora Aksara Pratama.
- Dahar, R.W. (2011). *Teori-teori belajar dan pembelajaran*. Jakarta: Gelora Aksara Pratama.
- Departemen Pendidikan Nasional. (2007). *Tes Diagnostik*. Jakarta: Dirjen Manajemen Pendidikan Dasar dan Menengah.
- Departemen Pendidikan Nasional. (2003). *Evaluasi Pembelajaran*. Jakarta: Depdiknas.
- Dhinda, H. S. dan Treagust, D. F. (2009). Conceptual Understanding of Brunenian Tertiary Students: Chemical Bonding and Structure. *Burnei Int Journal of Science and Math Education*. 1(1), 33-51.
- Fauziah, N. E. (2013). *Pengembangan Instrumen Tes Diagnostik Two-Tier Untuk Mengidentifikasi Miskonsepsi Siswa Kelas Xi Dalam Memahami Materi Larutan Penyangga*. Skripsi, Universitas Pendidikan Indonesia, Bandung.
- Garnett P. J. dan Treagust D. F. (1992). Conceptual Difficulties Experienced by Senior High School Students of Electrochemistry: Electrochemical (Galvanic) and Electrolytic Cells. *Journal Of Research In Science Teaching*. **29**, 1080,1092
- Geban, Ö. dan Pabuçcu, A. (2006). Remediating misconceptions concerning chemical bonding Through conceptual change text. *Journal of Education*. 30, 184-192.
- Gliem, J.A. & Gliem, R.R. (2003), "Calculating, Interpreting and Reporting Cronbach's Alpha Reliability Coefficient for Likert-type Scales", *Proceedings of The Midwest Research to Practice Conference in Adult, Continuing, and Community Education, Ohio*.
- Goh, N. K. & Chia, L. S. (1991). A practical way to diagnose pupils' misconceptions in science. *Teaching and Learning*, 6(2), 66-72.
- Hofstein, A., Nahum, T. L., Naaman, Mamlok, R., dan Bardov, Z. 2004. Can Final Examinations Amplify Students' Misconceptions in Chemistry?. *Journal of Chemistry Education: Research and Practice*, **5**, (3) , 302.

- Lawshe, C. H. (1975). A quantitative approach to content validity. *Personnel psychology*, 28(4), 563-575.
- Lestari, M. D. (2014). *Pengembangan Instrumen Tes Diagnostik Two-Tier Multiple Choice Untuk Menganalisis Miskonsepsi Siswa Sma Kelas Xi Pada Materi Asam-Basa*. Skripsi, Universitas Pendidikan Indonesia, Bandung.
- Lin, J.W. & Chiu, M.H. (2007). Exploring the characteristics and diverse sources of students' mental models of acids and bases. *International Journal of Science Education*, 29(6),771-803.
- Mutlu, A. dan Burcin, A.S. (2014). Development of a two-tier diagnostic test to assess undergraduates' understanding of some chemistry concepts. *Science Direct*, 174, 629-635.
- Nurpertiwi, T. (2014). *Pengembangan Instrumen Tes Diagnostik Two-Tier Multiple Choice Untuk Mendeteksi Miskonsepsi Siswa Sma Pada Materi Hidrolisis Garam*. Skripsi, Universitas Pendidikan Indonesia, Bandung.
- Peterson, R. F. & Treagust, D. F. (1989). Grade-12 students' misconceptions of covalent bonding and structure. *Journal of Chemical Education*, 66, 459-460.
- Rosser, R.A. (1984). *Educational psychology, principle in practice*. Boston: Little Bown.
- Sanger, M. J., Greenbowe, T. J. (1996). Common Student Misconceptions in Electrochemistry: Galvanic, Electrolytic, and Concentration Cells. *Journal Of Research In Science Teaching*, **34**, 379,391,394
- Sari, N. K. (2013). *Pengembangan Tes Diagnostik Two-Tier Sebagai Instrumen Alternatif Untuk Mendeteksi Miskonsepsi Siswa Sma Pada Materi Laju Reaksi*. Skripsi, Universitas Pendidikan Indonesia, Bandung.
- Sudjana, N. (2009). *Penilaian Hasil Proses Belajar Mengajar*. Bandung: Remaja Rosdakarya.
- Sukmadinata, Nana Syaodih. (2013). *Metode Penelitian Pendidikan*. Bandung : PT Remaja Rosdakarya.
- Suyanti, R.D. (2010). *Strategi Pembelajaran Kimia*. Medan: Graha Ilmu.

- Tan, K.C.D. dan Treagust, D. F. (1999). Evaluating Students' Understanding Of Chemical Bonding. *School Science Review*, 81(294), 75-83.
- Tan, K. D., (2005). The Ionization Energy Diagnostic Instrument: A Two-tier Multiple Choice Instrumen to Determine High School Students' Understanding of Ionisation Energi. *Chemical Education Research and Practice*. 6(4), 180-197.
- Treagust, D. F. (1988). Development and use of diagnostic tests to evaluate students' misconceptions in science. *International Journal of Science Education*, 10(2), 159-169.
- Treagust, D. F. (2006). Diagnostic assessment in science as a means to improving teaching, learning, and retention. *Science and Mathematics Education Centre*,
- Tüysüz, C. (2009). Development of two-tier diagnostic instrument and assess students' understanding in chemistry. *Science Research and Essay*, 4(6), 626-631.
- Tyson L., Treagust D.F. and Bucat R.B., (1999), The complexity of teaching and learning chemical equilibrium. *Journal of Chemical Education*, 76, 554-558.
- Van den Berg, E. (1991). *Miskonsepsi Fisika dan Remediasi*. Salatiga: Universitas Kristen Satya Wacana
- Voska, K.W. & Heikkinen, H.W. (2000). Identification and analysis of student conceptions used to solve chemical equilibrium problems. *Journal of Research in Science Teaching*, 37, 160–176.
- Wiersma, W. & Stephen, G. J. (2009). *Research methods in education an introduction*. Boston, MA: Pearson.
- Wilson, FR., Pan, W., Schumsky, DA. (2012). Recalculation of the critical values for Lawshe's content validity ratio. *Measurement and Evaluation in Counseling and Development*, 45(3), 197-210.

