

**PENERAPAN MODEL PEMBELAJARAN INTERAKTIF  
DEMONSTRASI BERBANTUAN MEDIA RIIL UNTUK MENGURANGI  
MISKONSEPSI DAN MENINGKATKAN KETERAMPILAN PROSES  
SAINS SISWA PADA MATERI TEKANAN ZAT**

**Abstrak**

Penelitian ini bertujuan untuk menganalisis pengurangan miskonsepsi, peningkatan keterampilan proses sains (KPS), dan hubungan antara miskonsepsi dan keterampilan proses sains siswa (KPS). Metode penelitian ini adalah *quasi eksperiment*. Desain penelitian adalah *pre-eksperimental* dengan *one group pre-test post-test design* yang dilakukan di salah satu SMP kota Bandung. Sampel penelitian ini ialah siswa kelas VIII semester 2 tahun pelajaran 2017/2018 yang berjumlah 34 siswa, dengan rincian kelas eksperimen yang diajarkan menggunakan model pembelajaran interaktif demonstrasi berbantuan media riil. Pengumpulan data menggunakan *four-tier test* untuk mengukur miskonsepsi dan pilihan ganda untuk mengukur keterampilan proses sains (KPS) siswa. Hasil penelitian menunjukkan bahwa terjadi pengurangan miskonsepsi ( $ngain = -0.58$ ) dan peningkatan KPS siswa ( $ngain = 0.43$ ), serta hubungan antara miskonsepsi dan keterampilan proses sains (KPS) siswa menunjukkan arah hubungan negatif ( $r = -0.46$ ). Berdasarkan hasil tersebut disimpulkan bahwa model pembelajaran interaktif demonstrasi berbantuan media riil dapat mengurangi miskonsepsi siswa dan meningkatkan keterampilan proses sains (KPS) siswa, serta dapat menunjukkan hubungan negatif antara miskonsepsi dan keterampilan proses sains (KPS).

**Kata Kunci:** Pembelajaran interaktif demonstrasi, Media Riil, Miskonsepsi, Keterampilan Proses Sains (KPS), Tekanan zat.

**IMPLEMENTATION OF INTERACTIVE DEMONSTRATION  
LEARNING MODELS ASSISTED FOR MEDIA RIIL TO REDUCE  
MISCONCEPTION AND IMPROVE SKILLS OF STUDENT SCIENCE  
PROCESS ON MATERIAL PROCESS OF SOLID**

Abstract:

This study aims to analyze the reduction of misconception, improvement of science process skills (KPS), and the relationship between misconception and students' science process skills (KPS). This research method is quasi experiment. The research design was pre-experimental with one group pre-test post-test design performed in one of junior high school in Bandung. The sample of this research is VIII student of second semester two of school year 2017/20178 which amounts to 34 students, with details of experimental class taught using interactive model of demonstration with real media aid. The data collection used a four-tier test to measure misconceptions and multiple choices to measure students' science process skills (KPS). The results showed that there was a reduction of misconception (ngain = -0.58) and the increase of science process skill (ngain = 0.43), and the relation between misconception and science process skill (KPS) showed negative direction ( $r = -0.46$ ). Based on these results, it is concluded that the interactive real media demonstration-assisted learning model can reduce student misconception and improve students' science process skill (KPS), and can show a negative relationship between misconception and science process skills (KPS).

Keywords: Demonstration interactive learning, Real Media, Misconception, Skills of Science Process (KPS), Pressure substance.