

PENERAPAN *SELF AND PEER ASSESSMENT* DENGAN UMPAN BALIK
UNTUK MENINGKATKAN PENGUASAAN KONSEP DAN *HABITS OF MIND* SISWA
PADA MATERI TITRASI ASAM BASA

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan *self and peer assessment* dengan umpan balik terhadap penguasaan konsep dan *habits of mind* siswa pada materi titrasi asam basa. Metode yang digunakan yaitu *quasi* eksperimen dengan *nonequivalent pretest-posttest control group design*. Jumlah subjek pada kelas eksperimen maupun kelas kontrol masing-masing sebanyak 32 siswa. Instrumen yang digunakan yaitu tes penguasaan konsep, kuesioner *habits of mind*, angket tanggapan siswa dan pedoman wawancara. Siswa kelas eksperimen menggunakan penerapan *self and peer assessment* dengan umpan balik sedangkan siswa kelas kontrol menggunakan penerapan *teacher assessment* tanpa umpan balik. Hasil analisis data menunjukkan: (1) hasil uji Mann Whitney rata-rata pretes penguasaan konsep siswa diperoleh nilai p sebesar 0,431, berarti kemampuan awal siswa kelas eksperimen dan kelas kontrol sama, dan hasil uji t rata-rata postes penguasaan konsep siswa diperoleh nilai p sebesar 0,031 yang berarti terdapat perbedaan signifikan antara kelas eksperimen dan kelas kontrol; (2) rata-rata *habits of mind* siswa sebelum dan sesudah penerapan *self and peer assessment* berturut-turut 3,21 dan 3,67, dengan hasil uji Mann Whitney diperoleh nilai p sebesar 0,005, yang berarti terdapat perbedaan signifikan rata-rata *habits of mind* siswa, dan hasil perhitungan *effect size* sebesar 0,93 termasuk ke dalam kategori tinggi; dan (3) rata-rata persentase respon siswa yang setuju dan tidak setuju berturut-turut 96,4% dan 3,6%, berarti mayoritas siswa merespon positif penerapan *self and peer assessment* dengan umpan balik. Berdasarkan data hasil penelitian, dapat disimpulkan bahwa penerapan *self and peer assessment* dengan umpan balik berpengaruh terhadap peningkatan penguasaan konsep dan *habits of mind* siswa.

Kata kunci: *self and peer assessment*, umpan balik, penguasaan konsep, *habits of mind* dan titrasi asam basa

APPLICATION OF SELF AND PEER ASSESSMENT WITH FEEDBACK
TO IMPROVE MASTERY OF CONCEPT AND HABITS OF MIND STUDENTS
ON ACID BASE TITRATION MATERIAL

ABSTRACT

This study aims to determine the effect of the application self and peer assessment with feedback on mastery of concepts and habits of mind students on acid-base titration material. The method used is a quasi-experimental with nonequivalent pretest-posttest control group design. The number of subjects both in the experimental class and control class respectively of 32 students. The instruments used are tests mastery of concepts, questionnaires habits of mind, the questionnaire responses of students and guide the interview. Students in the experimental class using the application of self and peer assessment with feedback while students in control class using teacher assessment without feedback. The result showed: (1) the results of Mann Whitney test average pretest mastery of concepts students obtained p value of 0.431, which means the ability of students' initial experimental class and control class are same, and the t-test, the average post-test concept mastery students obtained p value of 0.031, which means there is a significant difference between the experimental class and control class; (2) average students habits of mind before and after the application of self and peer assessment respectively 3.21 and 3.67, with the results obtained by Mann Whitney test p-value is 0.005, which means there is a significant difference student habits of mind, and the results of the calculation of the effect size of 0.93 is included in the high category; and (3) The average percentage of student responses that agree and disagree respectively 96.4% and 3.6%, which means that most of the students responded positively to the application of self and peer assessment with feedback. Based on research data, it can be concluded that the application of self and peer assessment with feedback effect on increasing mastery of concepts and habits of mind students.

Keywords: Self and peer assessment, feedback, mastery of concepts, habits of mind and acid-base titration