

## ABSTRAK

STUDI INTERTEKSTUAL ASPEK PENGUASAAN KONSEP KESETIMBANGAN KIMIA, SIKAP TERHADAP PEMBELAJARAN KIMIA, DAN KEMAMPUAN BERPIKIR LOGIS dilakukan dengan tujuan untuk mengetahui hubungan aspek penguasaan konsep kesetimbangan kimia dengan sikap terhadap pembelajaran kimia dan kemampuan berpikir logis siswa melalui studi intertekstual. Penelitian dilakukan terhadap siswa kelas XI sebanyak 184 yang tersebar di daerah Bogor (131 siswa), Sukabumi (23 siswa), Tasikmalaya (12 siswa), dan Garut (18 siswa). Teknik penentuan partisipan menggunakan teknik *Convenience sampling*. Desain penelitian yang digunakan adalah deskripsi kuantitatif. Secara umum, hasil penelitian menunjukkan penguasaan konsep kesetimbangan kimia didominasi tipe 00, artinya memiliki penguasaan konsep tidak utuh. Rata-rata sikap siswa terhadap pembelajaran kimia menunjukkan sikap rendah cenderung menengah. Kemampuan berpikir logis siswa didominasi pada tingkat berpikir konkret. Selain itu, ditemukan hubungan positif antara penguasaan konsep kesetimbangan dan sikap terhadap pembelajaran kimia dengan koefisien korelasi sebesar 0,193 yang menunjukkan hubungan lemah. Adapun, terdapat hubungan positif antara penguasaan konsep kesetimbangan dan kemampuan berpikir logis dengan koefisien korelasi sebesar 0,496 yang menunjukkan hubungan moderat. Secara keseluruhan sikap terhadap pembelajaran kimia dan kemampuan berpikir logis dapat memengaruhi positif dengan penguasaan konsep kesetimbangan kimia

Kata kunci : Penguasaan Konsep, Sikap, Berpikir Logis, Kesetimbangan Kimia

## ABSTRACT

INTERTEXTUAL STUDY OF MASTERY CONCEPT IN CHEMICAL EQUILIBRIUM, ATTITUDE TOWARD CHEMISTRY LESSON, AND LOGICAL THINKING ABILITY ASPECTS was carried out with the aim to determine the relationship between mastery concept in chemical equilibrium with attitudes toward chemistry learning and students' logical thinking ability through intertextual studies. The study was conducted on 184 class XI students spread across Bogor (131 students), Sukabumi (23 students), Tasikmalaya (12 students), and Garut (18 students). Participant determination technique uses Convenience sampling technique. The research design used is quantitative description. In general, the results of the study show that the mastery concept of chemical equilibrium is predominantly type 00, it means having mastery is not intact. The average attitude of students towards chemistry learning suggests a low attitude toward middle school. Students' logical thinking ability are dominated by the level of concrete thinking. In addition, a positive relationship was found between mastery of the concept of equilibrium and attitudes toward learning chemistry with a correlation coefficient of 0.193 which weak relationships. As for, there is a positive relationship between mastery of the concept of equilibrium and logical thinking skills with a correlation coefficient of 0.496 which moderate relations. Overall attitudes towards chemistry learning and logical circuitry can positively influence the mastery of the concept of chemical equilibrium

Keywords: Mastery Concepts, Attitudes, Logical Thinking, Chemical Equilibrium