

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan penguasaan konsep pergeseran kesetimbangan kimia dengan sikap terhadap pembelajaran kimia dan kemampuan berpikir logis siswa melalui studi intertekstual. Studi intertekstual juga dilakukan dalam menganalisis multipel representasi kimia pada konsep pergeseran kesetimbangan kimia. Penelitian ini dilakukan pada beberapa SMA yang tersebar di Sukabumi, Bogor, Tasikmalaya dan Garut dengan partisipan sebanyak 173 siswa kelas XI yang telah mempelajari konsep pergeseran kesetimbangan kimia. Penelitian ini adalah penelitian kuantitatif deskriptif dengan metode *survey* korelasi. Teknik *sampling* yang digunakan adalah *convenience sampling*. Instrumen yang digunakan yaitu Tes Diagnostik Model Mental Pergeseran Kesetimbangan Kimia (TDMPK), *Attitudes toward Chemistry Lesson Scale* (ATCS), dan *Test of Logical Thinking* (TOLT). Secara keseluruhan penguasaan konsep pergeseran kesetimbangan kimia didominasi oleh tipe 00, artinya penguasaan konsep siswa tidak utuh. Rata-rata sikap terhadap pembelajaran kimia berada pada kategori rendah hingga menengah, sedangkan kemampuan berpikir logis siswa didominasi pada tingkat berpikir formal. Hasil penelitian menunjukkan adanya hubungan positif kuat antara penguasaan konsep pergeseran kesetimbangan kimia dengan sikap terhadap pembelajaran kimia, dengan koefisien korelasi sebesar 0,637. Begitu pula, terdapat hubungan positif moderat antara penguasaan konsep pergeseran kesetimbangan kimia dengan kemampuan berpikir logis, dengan koefisien korelasi sebesar 0,381. Studi intertekstual ini menunjukkan bahwa sikap terhadap pembelajaran kimia dan kemampuan berpikir logis siswa berkontribusi pada penguasaan konsep pergeseran kesetimbangan kimia siswa.

**Kata kunci:** Studi intertekstual, penguasaan konsep, sikap terhadap pembelajaran kimia, kemampuan berpikir logis, pergeseran kesetimbangan kimia

## ABSTRACT

*This study aims to determine the relationship on the mastery of shifting chemical equilibrium concept with attitudes toward chemistry lesson and students' logical thinking ability through intertextual study. Intertextual studies were also performed in analyzing multiple representations of shifting chemical equilibrium concept. This research was conducted in several high schools scattered in Sukabumi, Bogor, Tasikmalaya and Garut with participants as many as 173 students of class XI who have studied the shifting chemical equilibrium concept. This research is a descriptive quantitative research with correlation survey method. The sampling technique used is convenience sampling. The instruments used are Diagnostic Tests Mental Model of Shifting Chemical Equilibrium Concept (TDMPK), Attitudes toward Chemistry Lesson Scale (ATCS), and Logical Thinking Ability Test (TOLT). Overall, the mastery of shifting chemical equilibrium concept is dominated by type 00, meaning that the mastery concept of students is not intact. The average attitudes toward chemistry lesson are in the low to medium category, while students' logical thinking abilities are dominated at the level of formal thinking. The results showed a strong positive relationship between the mastery of the shifting chemical equilibrium concept with the attitudes toward chemistry lesson, with a correlation coefficient of 0.637. Similarly, there is a moderate positive relationship between the mastery of shifting chemical equilibrium concept with logical thinking ability with a correlation coefficient of 0.381. This intertextual study indicates that attitudes toward chemistry lesson and students' logical thinking abilities contribute to mastery of shifting chemical equilibrium concept.*

**Keywords:** *Intertextual study, mastery of concepts, attitudes toward chemistry lesson, logical thinking ability, shifting of chemical equilibrium*