

**PENGARUH PEMBELAJARAN BERBASIS KASUS KONTRAS
TERHADAP TINGKAT KEAKURATAN PENILAIAN DIRI
PESERTA DIDIK PADA MATERI ALAT-ALAT OPTIK**

SKRIPSI

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Sarjana
Pendidikan Program Studi Pendidikan Fisika



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UNIVERSITAS PENDIDIKAN INDONESIA
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Sebuah skripsi yang diajukan untuk memenuhi sebagian syarat mendapatkan gelar
Sarjana Pendidikan pada Fakultas Pendidikan Matematika dan
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TINGKAT KEAKURATAN PENILAIAN DIRI PESERTA DIDIK PADA
MATERI ALAT-ALAT OPTIK

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Pengaruh Pembelajaran Berbasis Kasus Kontras Terhadap Tingkat Keakuratan Penilaian Diri Peserta Didik Pada Materi Alat-Alat Optik

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ABSTRAK

Penggunaan kasus kontras dapat membantu pembelajar mengkonstruksi pemahaman mereka tentang sebuah konsep dan dapat digunakan untuk mengembangkan kemampuan peserta didik dalam menilai dirinya sendiri. Meskipun demikian, pembelajar masih mengalami kesulitan memahami konsep dan menilai pekerjaan mereka sendiri dengan akurat. Oleh karena itu dukungan pembelajaran dibutuhkan untuk melatih kemampuan peserta didik dalam menilai dirinya sendiri. Pada penelitian ini peneliti bertujuan menyelidiki pengaruh pembelajaran berbasis kasus kontras terhadap tingkat keakuratan penilaian diri peserta didik pada materi alat-alat optik di salah satu SMA di Kota Bandung menggunakan metode *mix method (Campuran)* dengan desain *The Explanatory Sequential Design*. Untuk metode kuantitatif dilakukan dengan desain quasi eksperimen, yaitu The One Group Pretest Posttest Design, sementara metode kualitatif dilakukan dengan wawancara. Sampel dalam penelitian ini adalah 28 peserta didik SMA kelas XI yang akan diuji tingkat keakuratan penilaian dirinya sebelum dan sesudah pembelajaran berbasis kasus kontras menggunakan instrumen berupa tes kemampuan kognitif (TKK) berbentuk uraian. Hasil rata-rata tingkat keakuratan penilaian diri peserta didik sebelum dan sesudah pembelajaran lalu diuji menggunakan uji perbedaan. Setelah pembelajaran dilakukan juga wawancara untuk mengetahui respon peserta didik terhadap pengaruh implementasi pembelajaran berbasis kasus kontras terhadap tingkat keakuratan penilaian dirinya, lalu hasil wawancara dianalisis secara deskriptif. Dari hasil penelitian ditemukan bahwa terdapat pengaruh pembelajaran berbasis kasus kontras terhadap tingkat keakuratan penilaian diri peserta didik pada materi alat-alat optik.

Kata Kunci: Pembelajaran Berbasis Kasus Kontras; Penilaian Diri, Tingkat Keakuratan Penilaian Diri;

The Effect of Contrasting Case-Based Learning Against the Level of Accuracy in Student's Self-Assessment on Optical Instrument Topic

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ABSTRACT

Contrasting cases can help learners construct their understanding of a concept and can be used to develop students' ability to assess themselves. Even though the self-assessment itself is important, student still have difficulties assessing their own work accurately. That's why the learning support needed for training students' ability in assessing themselves. In this study, researchers aim to investigate the effect of contrast case-based learning towards the level of accuracy in students' self-assessment on optical instrument topic in one of the high school in Bandung using mix method with The Explanatory Sequential Design. Quasi Experiment, The One Group Pretest Posttest Design, is used for the quantitative methods while the qualitative one is by interviewing the students. The sample for this study are 28 grade 11 high school students who will be tested for the accuracy of their self-assessment before and after contrast-based learning using instruments in the form of cognitive ability tests (CAT). The average level of students' self-assessment accuracy before and after learning then tested using the difference test. After the learning activity is done, the interviews are also conducted to find out students' responses to the effect of the implementation of case-based learning in contrast to the accuracy of their self-assessment, then the results of the interview were analyzed descriptively. From the results of the study, it found that there is an effect of contrast-based learning on the level of accuracy of students' self-assessment on optical devices.

Keywords: Contrasting Case-Based Learning; Self Assessment; The level of self assessment accuracy

DAFTAR ISI

HALAMAN JUDUL	
HALAMAN PENGESAHAN	
HALAMAN PERNYATAAN	
KATA PENGANTAR	Error! Bookmark not defined.
UCAPAN TERIMA KASIH	Error! Bookmark not defined.
ABSTRAK	4
DAFTAR ISI	6
DAFTAR TABEL	Error! Bookmark not defined.
DAFTAR GAMBAR	Error! Bookmark not defined.
DAFTAR LAMPIRAN	Error! Bookmark not defined.
BAB I	Error! Bookmark not defined.
PENDAHULUAN	Error! Bookmark not defined.
1.1. Latar Belakang Penelitian.....	Error! Bookmark not defined.
1.2. Rumusan Masalah	Error! Bookmark not defined.
1.3. Definisi Operasional	Error! Bookmark not defined.
1.4. Tujuan Penelitian.....	Error! Bookmark not defined.
1.5. Manfaat Penelitian.....	Error! Bookmark not defined.
1.6. Struktur Organisasi Skripsi.....	Error! Bookmark not defined.
BAB II	Error! Bookmark not defined.
Pembelajaran Berbasis Kasus Kontras Dan Penilaian Diri (Self Assessment) Pada Materi Alat-Alat Optik	Error! Bookmark not defined.
2.1. Pembelajaran Berbasis Kasus Kontras	Error! Bookmark not defined.
2.2. Penilaian diri.....	Error! Bookmark not defined.
2.3. Penelitian yang Relevan	Error! Bookmark not defined.
2.4. Materi Alat-alat Optik pada jenjang SMA ...	Error! Bookmark not defined.
2.3.1 Mata	Error! Bookmark not defined.
2.3.2 Kamera.....	Error! Bookmark not defined.
2.3.3 Lup	Error! Bookmark not defined.
2.3.4 Mikroskop	Error! Bookmark not defined.
2.3.5 Teropong.....	Error! Bookmark not defined.
BAB III	Error! Bookmark not defined.
METODE PENELITIAN	Error! Bookmark not defined.

3.1.	Metode dan Desain Penelitian	Error! Bookmark not defined.
3.2.	Partisipan	Error! Bookmark not defined.
3.3.	Populasi dan Sampel.....	Error! Bookmark not defined.
3.4.	Instrumen.....	Error! Bookmark not defined.
3.4.1	Tes Kemampuan Kognitif (TKK) (Lampiran 2.17)....	Error! Bookmark not defined.
3.4.1.1	Analisis Uji Coba TKK.....	Error! Bookmark not defined.
3.4.5.2	Hasil Analisis Uji Coba Instrumen	Error! Bookmark not defined.
3.4.2	Lembar pertanyaan wawancara	Error! Bookmark not defined.
3.4.3	Lembar observasi	Error! Bookmark not defined.
3.5	Prosedur Penelitian.....	Error! Bookmark not defined.
3.6.	Analisis Data	Error! Bookmark not defined.
BAB IV	Error! Bookmark not defined.
TEMUAN DAN PEMBAHASAN	Error! Bookmark not defined.
4.1	Temuan dan Pembahasan Data Kuantitatif	Error! Bookmark not defined.
4.1.1	Tingkat Keakuratan Penilaian Diri Peserta Didik	Error! Bookmark not defined.
4.1.2	Pengaruh Pembelajaran Berbasis Kasus Kontras Terhadap Tingkat Keakuratan Penilaian Diri Peserta Didik.....	Error! Bookmark not defined.
4.2	Temuan dan Pembahasan Data Kualitatif ...	Error! Bookmark not defined.
4.2.1	Respon Peserta Didik Terhadap Implementasi Pembelajaran berbasis Kasus Kontras	Error! Bookmark not defined.
BAB V	Error! Bookmark not defined.
SIMPULAN, IMPLIKASI DAN REKOMENDASI	Error! Bookmark not defined.
5.1	Kesimpulan.....	Error! Bookmark not defined.
5.2	Implikasi	Error! Bookmark not defined.
DAFTAR PUSTAKA	8

DAFTAR PUSTAKA

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