

**PENERAPAN MODEL *CONCEPTUAL CHANGE LABORATORY (CCLAB)*  
UNTUK MEREMEDIASI MISKONSEPSI PESERTA DIDIK SMA  
TERKAIT KONSEP-KONSEP PADA MATERI FLUIDA STATIS DAN  
PERUBAHAN WUJUD ZAT**

**TESIS**

Diajukan untuk memenuhi syarat  
memperoleh gelar Magister Pendidikan Fisika



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UNIVERSITAS PENDIDIKAN INDONESIA  
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Magister Pendidikan (M.Pd) pada Program Studi Pendidikan Fisika

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**PENERAPAN MODEL *CONCEPTUAL CHANGE LABORATORY (CCLAB)*  
PADA PENGUBAHAN KONSEPSI TIPE REKONSTRUKSI PESERTA  
DIDIK SMA PADA MATERI FLUIDA STATIS DAN PERUBAHAN  
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**ABSTRAK**

Penelitian ini bertujuan untuk mendapatkan gambaran tentang pengaruh penerapan model *Conceptual Change Laboratory (CCLab)* dalam memfasilitasi terjadinya perubahan konsepsi pada pengajaran remedial di kalangan para peserta didik SMA terkait konsep-konsep pada materi fluida statis dan perubahan wujud zat. Penelitian dilatarbelakangi oleh masih banyak ditemukan miskonsepsi pada peserta didik SMA terkait konsep-konsep pada materi fluida statis dan perubahan wujud zat setelah peserta didik mengikuti pembelajaran reguler dengan guru di sekolah. Penelitian ini dilakukan dengan menggunakan metode *pre-experiment* dengan desain *one group pretest-posttest*. Subjek penelitian adalah peserta didik kelas XI MIA SMA di salah satu SMA Negeri di Kabupaten Bandung Barat. Subjek dipilih dengan teknik sampling *Purposive Sampling* dimana subjek penelitian merupakan peserta didik yang telah mendapatkan pembelajaran terkait materi tersebut dan masih mengalami miskonsepsi. Keadaan konsepsi peserta didik SMA saat sebelum dan setelah penerapan model *CCLab* didiagnosis dengan menggunakan tes konsepsi format *four-tier test*. Hasil penelitian menunjukkan bahwa penggunaan model *CCLab* dalam kegiatan praktikum berorientasi remediasi miskonsepsi pada materi fluida statis dan perubahan wujud zat dapat menurunkan jumlah peserta didik dengan kategori miskonsepsi. Penggunaan model *CCLab* dalam kegiatan laboratorium pada materi fluida statis dan perubahan wujud zat dapat memfasilitasi tercapainya remediasi miskonsepsi pada peserta didik SMA terkait materi Fluida Statis dan perubahan wujud zat. Implementasi model *CCLab* pada kegiatan praktikum berorientasi remediasi miskonsepsi mendapat respon positif dari sebagian besar peserta didik, karena kegiatan laboratorium dengan model *CCLab* yang digunakan dapat mengubah konsepsi peserta didik terkait konsep-konsep pada materi fluida statis dan perubahan wujud zat dari keadaan miskonsepsi menjadi konsepsi yang ilmiah.

Kata kunci: *CCLab*, Remediasi Miskonsepsi, Materi Fluida Statis, Materi Perubahan Wujud Zat, Rekonstruksi Konsepsi.

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***ABSTRACT***

*This study aims to obtain an overview of the effect of the application of the Conceptual Change Laboratory (CCLab) model in facilitating a change in conception in remedial teaching among high school students regarding concepts in static fluid material and changes in substance form. The background of this research is that there are still many misconceptions found in high school students regarding the concepts in static fluid material and changes in the form of substances after students attend regular learning with teachers at school. This research was conducted using a pre-experimental method with a one group pretest-posttest design. The research subjects were students of class XI MIA SMA in one of the public high schools in West Bandung Regency. Subjects were selected by purposive sampling technique where the research subjects were students who had received learning related to the material and still experienced misconceptions. High school students' conception conditions before and after the application of the CCLab model were diagnosed using a four-tier test format conception test. The results showed that the use of the CCLab model in practicum activities oriented to remediation of misconceptions on static fluid material and changes in the form of substances could reduce the number of students with the misconception category. The use of the CCLab model in laboratory activities on static fluid material and changes in the form of substances can facilitate the achievement of remediation misconception for high school students regarding Static Fluid material and changes in substance form. The implementation of the CCLab model in practicum activities oriented to remediation of misconceptions received a positive response from the majority of students, because laboratory activities with the CCLab model used can change students' conceptions related to concepts in static fluid material and changes in substance form from misconceptions to scientific conceptions.*

*Keywords: CCLab, Remedial teaching, Static Fluid Material, Substance Change Material, conception reconstruction.*

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## Daftar Isi

<b>Daftar Isi</b> .....	<b>i</b>
<b>Daftar Gambar</b> .....	<b>iii</b>
<b>Daftar Tabel</b> .....	<b>iv</b>
<b>Daftar Lampiran</b> .....	<b>v</b>
<b>BAB I</b> .....	<b>1</b>
1.1. Latar Belakang Masalah .....	1
1.2. Rumusan Masalah .....	7
1.3. Tujuan Penelitian .....	7
1.4. Manfaat Penelitian .....	8
1.5. Definisi Operasional .....	8
1.6. Organisasi Penyajian Tesis .....	10
<b>BAB II</b> .....	<b>11</b>
2.1. Teori Konstruktivisme .....	11
2.2. Model <i>Conceptual Change Laboratory (CCLab)</i> .....	13
2.3. Peran Kegiatan Laboratorium dalam Pembelajaran Fisika .....	16
2.4. Perubahan Konsepsi ( <i>Conceptual Change</i> ) .....	17
2.4.1 Konsep, Konsepsi dan Miskonsepsi .....	17
2.4.2 Teori Perubahan Konsepsi ( <i>Conceptual Change Theory</i> ) .....	21
2.4.3 Modus-Modus dalam Perubahan Konsepsi .....	22
2.5. Remediasi Miskonsepsi .....	25
2.6. Uraian Materi.....	26
2.6.1 Materi Fluida Statis .....	26
2.6.2 Materi Perubahan Wujud Zat (Mendidih) .....	29
2.7. Kerangka Pikir Penelitian .....	30
<b>BAB III</b> .....	<b>31</b>
3.1. Metode dan Desain Penelitian .....	31
3.2. Subjek Penelitian .....	31
3.3. Instrumen Penelitian dan Teknik Pengumpulan Data .....	32
3.4. Hasil Validasi Ahli LKPD <i>CCLab</i> .....	35
3.4.1 Hasil validasi Lembar Kegiatan Peserta Didik (LKPD) <i>CCLab</i> .....	35

ILMA HUSNAH, 2020

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3.4.2 Hasil validasi tes konsepsi format <i>four-tier test</i> materi fluida statis dan perubahan wujud zat.....	37
3.5 Prosedur Penelitian.....	38
3.6 Teknik Pengolahan dan Analisis Data.....	40
3.6.1. Penentuan Keadaan Konsepsi Peserta Didik Berdasarkan Data Hasil Tes Konsepsi .....	41
3.6.2 Analisis Data Penggunaan Model <i>CCLab</i> dalam Penurunan Kuantitas miskonsepsi pada Peserta Didik SMA .....	41
3.6.3 Teknik Pengolahan dan Analisis Data Tanggapan Peserta Didik Terhadap Penerapan <i>CCLab</i> dalam Pembelajaran Fisika.....	42
<b>BAB IV .....</b>	<b>44</b>
4.1 Hasil penelitian.....	44
4.1.1 Pelaksanaan model <i>CCLab</i> .....	44
4.1.2 Hasil penerapan model <i>CCLab</i> pada aktivitas praktikum materi Fluida Statis .....	50
4.2 Pembahasan .....	59
4.2.1 Keunggulan model <i>CCLab</i> dalam meremediasi miskonsepsi peserta didik.....	59
4.2.2 Keterlaksanaan model <i>CCLab</i> berorientasi miskonsepsi dan tanggapan peserta didik terhadap model <i>CCLab</i> .....	63
4.2.3 Peran model <i>Conceptual Change Laboratory (CCLab)</i> dalam meremediasi miskonsepsi peserta didik terkait konsep-konsep pada materi Fluida Statis dan Perubahan Wujud Zat.....	65
<b>BAB V.....</b>	<b>67</b>
5.1 Kesimpulan.....	67
5.2 Implikasi .....	67
5.3 Rekomendasi .....	68
<b>Daftar Pustaka.....</b>	<b>69</b>

## Daftar Gambar

Gambar 2.1 Bagan proses asimilasi dan akomodasi konsepsi baru di pikiran peserta didik.....	12
Gambar 2.2. Alur remediasi miskonsepsi .....	25
Gambar 2.3 Tekanan Hidrostatik pada bejana yang sama dengan jenis zat cair yang berbeda .....	27
Gambar 2.4 Posisi benda didalam suatu zat cair; A (mengapung), B (tenggelam), C (melayang).....	28
Gambar 2.7 Bagan kerangka pikir penelitian model CCLab .....	30
Gambar 3.1. Desain ujicoba lapangan terbatas penggunaan model CCLab Hasil	31
Gambar 3.2 Rancangan LKPD model CCLab pada materi fluida statis dan materi perubahan wujud zat .....	34
Gambar 3.4 Prosedur Penelitian.....	40
Gambar 4.1 Peta perubahan konsepsi peserta didik setelah diterapkan model CCLab pada konsep posisi benda dalam zat cair.....	54
Gambar 4.2 Peta perubahan konsepsi peserta didik setelah diterapkan model CCLab pada konsep tekanan hidrostatik.....	55
Gambar 4.3 Peta perubahan konsepsi peserta didik selama mengikuti model CCLab pada konsep mendidih.....	56
Gambar 4.4 Perbandingan persentase peserta didik yang mengalami perubahan konsepsi tipe rekonstruksi.....	57



## Daftar Tabel

Tabel 1.1. Rekapitulasi persentase miskonsepsi pada materi Fluida Statis dan Perubahan Wujud Zat.....	3
Tabel 2.1 Tahapan, aktivitas, dan perangkat pendukung untuk model <i>CCLab</i> ..	15
Tabel 2.2 Peran, posisi dan pelaksanaan kegiatan praktikum dalam pembelajaran Fisika .....	16
Tabel 2.3 Temuan Miskonsepsi Peserta didik pada Materi fluida statis Dan Perubahan Wujud Zat.....	19
Tabel 2.4 Kriteria Penurunan Kuantitas Peserta Didik yang miskonsepsi.....	26
Tabel 3.1. Jenis data, sumber data, dan bentuk instrumen yang akan digunakan..	32
Tabel 3.2 Hasil validasi ahli terhadap LKPD <i>CCLab</i> materi Fluida Statis dan Perubahan Wujud Zat.....	35
Tabel 3.3 Rekapitulasi cacatan validator terhadap LKPD <i>CCLab</i> .....	36
Tabel 3.4 Interpretasi koefisien reliabilitas (r) tes .....	38
Tabel 3.5 Kategori konsepsi peserta didik berdasarkan data hasil four-tier test....	41
Tabel 3.6 Kriteria Penurunan Kuantitas Peserta Didik yang Mengalami Miskonsepsi.....	42
Tabel 3.7 Kriteria Jumlah Responden terhadap suatu tanggapan (sikap) .....	43
Tabel 4.1 Rekapitulasi hasil observasi keterlaksanaan tahapan model <i>CCLab</i> oleh observer .....	48
Tabel 4.2 Rekapitulasi hasil observasi keterlaksanaan tahapan model <i>CCLab</i> oleh peserta didik .....	49
Tabel 4.3 Rekapitulasi konsepsi peserta didik sebelum dan sesudah dilakukan treatment pada konsep posisi benda dalam zat cair.....	50
Tabel 4.4 Rekapitulasi konsepsi peserta didik sebelum dan sesudah dilakukan treatment pada konsep tekanan hidrostatik.....	51
Tabel 4.5 Rekapitulasi konsepsi peserta didik sebelum dan sesudah dilakukan treatment pada konsep mendidih.....	52
Tabel 4.6 Rekapitulasi tanggapan peserta didik terhadap model <i>CCLab</i> .....	58

## Daftar Lampiran

Lampiran A Instrumen Penelitian.....	77
Lampiran B Judgement Instrumen Penelitian.....	95
Lampiran C Hasil Penelitian.....	107
Lampiran D Dokumentasi Penelitian.....	121

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