

PEMBELAJARAN MATERI TEKANAN ZAT DENGAN *SELF AND PEER ASSESMENT* TERHADAP SIKAP UMPAN BALIK DAN KETERAMPILAN BERPIKIR KRITIS

TESIS

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Gelar Magister Pendidikan Program Studi Pendidikan IPA



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**PENERAPAN *SELF AND PEER ASSESMENT* PADA PEMBELAJARAN
MATERI TEKANAN ZAT TERHADAP SIKAP UMPAN BALIK DAN
PENINGKATAN KEMAMPUAN BERPIKIR KRITIS**

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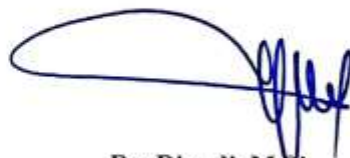


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ABSTRAK

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Pembelajaran dengan *self and peer assessment* memerlukan media umpan balik supaya terjadi komunikasi antara guru dengan siswa atau antar siswa. Namun, hasil kajian jurnal menunjukkan bahwa siswa belum dapat menghasilkan umpan balik yang efektif, sehingga perlu analisis mengenai sikap siswa terhadap umpan balik. Selain itu, umpan balik yang efektif dapat meningkatkan keterampilan berpikir kritis. Penelitian ini bertujuan untuk menganalisis sikap umpan balik siswa, mengukur peningkatan keterampilan berpikir kritis, dan mendeskripsikan sikap tanggapan siswa terhadap pembelajaran tersebut. Penelitian telah dilakukan dengan metode *weak experimental design* dengan *the one group pretest and posttest*. Sampel penelitian terdiri dari satu kelas dengan jumlah 32 siswa. Hasil penelitian menunjukkan pertama, indikator *menghargai umpan balik* direspon paling tinggi sedangkan indikator *mengevaluasi tugas sendiri dan teman* direspon paling rendah. Kedua, terdapat peningkatan keterampilan berpikir kritis dengan rata-rata N-gain sebesar 0,32 yang termasuk kategori sedang, karena siswa hanya menghasilkan 54,5% umpan balik yang efektif dan hanya lima kelompok dari sepuluh termasuk tipe umpan balik interpretatif yaitu umpan balik yang memberikan informasi yang efektif. Ketiga, hasil wawancara sejumlah enam orang mendeskripsikan *self and peer assessment* memberikan bekal siswa untuk bersikap terhadap umpan balik dan memberikan gambaran kriteria penilaian keterampilan berpikir kritis serta siswa dapat berkolaborasi dalam meningkatkan performa. Jadi, belum semua siswa optimal memberikan umpan balik yang efektif walaupun sikap siswa terhadap umpan balik positif. Namun, umpan balik yang telah dihasilkan memberikan peningkatan sedang pada keterampilan berpikir kritis.

Kata kunci: *self and peer assessment*, sikap umpan balik, keterampilan berpikir kritis

LEARNING PROCESS OF SUBSTANCE PREASSURE USING SELF AND PEER ASSESSMENT TOWARDS FEEDBACK ATTITUDE AND CRITICAL THINKING SKILL

ABSTRACT

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Self and peer assessment require feedback so that communication occurs between the teacher and students or between students. However, studies show that students have not been able to produce effective feedback, so further analysis of student attitudes toward feedback is needed. Besides, effective feedback can improve critical thinking skills. This study aims to analyze the attitudes of student feedback, measure improvement in critical thinking skills, and describe the attitudes of students' responses to the learning. Research has been conducted using the method of weak experimental design with the one group pretest and posttest. The research sample consisted of one class, with a total of 32 students. The results show that first, the indicator *respecting feedback* gets the highest response while the indicator *evaluating the task* receives the lowest. Second, there is an improvement in critical thinking skills with an average N-gain of 0.32, which is included in the moderate category. Students only produce 54.5% effective feedback, and only five groups from ten are included in the interpretative feedback type of feedback that is provide effective information. Third, the results of interviews of six people describing self and peer assessment give the students attitude to feedback and provide an overview of the criteria for assessing critical thinking skills, and students can collaborate in improving performance. So, not all students are optimal at giving effective feedback even though students' attitudes toward positive feedback. However, the feedback that has been generated provides a moderate increase in critical thinking skills.

Key words: self and peer assessment, feedback attitudes, critical thinking skills

DAFTAR ISI

	Halaman
JUDUL.....	i
HAK CIPTA.....	ii
PENGESAHAN.....	iii
PERNYATAAN	vi
UCAPAN TERIMAKASIH.....	v
ABSTRAK INDONESIA	vii
ABSTRAK INGGRIS.....	viii
DAFTAR ISI.....	viii
DAFTAR TABEL.....	x
DAFTAR GAMBAR.....	xiii
DAFTAR LAMPIRAN.....	xiii
BAB I PENDAHULUAN.....	1
A. Latar Belakang.....	1
B. Rumusan Masalah.....	4
C. Tujuan Penelitian.....	5
D. Manfaat Penelitian.....	5
E. Struktur Organisasi Tesis.....	5
BAB II KAJIAN PUSTAKA.....	7
A. Tinjauan Pustaka.....	7
1. <i>Self and Peer Assessment</i>	7
2. Sikap Umpan Balik.....	10
3. Hubungan antara <i>Self and Peer Assessment</i> dengan Sikap Umpan Balik.....	11
4. Keterampilan Berpikir Kritis.....	12
5. Hubungan antara <i>Self and Peer Assessment</i> dengan Keterampilan Berpikir Kritis.....	17
6. Tekanan Zat dan Penerapannya dalam Kehidupan Sehari-hari.....	19
B. Penelitian yang Relevan.....	21
C. Kerangka Berpikir.....	24
BAB III METODE PENELITIAN.....	25
A. Metode dan Desain Penelitian.....	25
B. Populasi dan Sampel.....	25

C. Definisi Operasional	25
D. Variabel Penelitian.....	26
E. Instrumen Penelitian	26
F. Asumsi dan Hipotesis Penelitian	31
1. Asumsi.....	31
2. Hipotesis.....	31
G. Prosedur Penelitian	32
H. Alur Penelitian	34
I. Teknik Pengumpulan Data.....	35
J. Hasil <i>Judgment</i> Instrumen Tes Esai dan Kuisisioner	36
K. Teknik Analisis Uji Coba Instrumen	40
L. Hasil Uji Coba Instrumen	43
M. Teknik Analisis Data.....	46
BAB IV HASIL PENELITIAN DAN PEMBAHASAN.....	48
A. <i>Self and Peer Assessment</i> terhadap Sikap Umpan Balik Siswa	48
B. <i>Self and Peer Assessment</i> terhadap Keterampilan Berpikir Kritis.....	67
C. Tanggapan Siswa pada <i>Self and Peer Assessment</i> terhadap Sikap Umpan Balik dan Keterampilan Berpikir Kritis	102
BAB V SIMPULAN, IMPLIKASI DAN REKOMENDASI	112
A. Simpulan	112
B. Implikasi	112
C. Rekomendasi.....	112
DAFTAR PUSTAKA	113

DAFTAR PUSTAKA

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