HUBUNGAN RESPON PENERIMAAN SISWA TERHADAP LABORATORIUM VIRTUAL DENGAN PENGUASAAN KONSEP PADA PEMBELAJARAN BIOMAGNIFIKASI

SKRIPSI

Diajukan untuk Memenuhi Sebagian dari Syarat Memperoleh Gelar Sarjana Pendidikan pada Program Pendidikan Biologi

Oleh

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ABSTRAK

Keberadaan laboratorium virtual pada masa pandemik yang menuntut pembatasan interaksi fisik sangat membantu dalam pembelajaran biologi. Laboratorium virtual dapat mensimulasikan objek biologi untuk dapat diobservasi dan dimanipulasi para siswa dalam mempelajari fenomena biologi. Penelitian ini bertujuan untuk melihat hubungan respon penerimaan siswa terhadap laboratorium virtual biomagnifikasi dengan penguasaan konsep pada pembelajaran biomagnifikasi. Metode penelitian yang digunakan dalam penelitian ini adalah deskriptif korelasional. Subjek penelitian adalah 42 siswa kelas VII dari salah satu Sekolah Menengah Pertama di Garut. Sumber data penelitian didapatkan dari angket respon siswa dan soal pilihan ganda. Temuan dalam penelitian menunjukkan bahwa respon siswa pada laboratorium virtual berada pada kategori baik, sedangkan pada penguasaan konsep sebagian besar berada pada kategori kurang. Uji korelasi dilakukan dengan menggunakan uji Kendall-tau dengan hasil tidak terdapat hubungan antara respon penerimaan siswa dengan penguasaan konsep. Hasil perhitungan menunjukkan hasil nilai sig. (2-tailed) $0,592 > 0,05$ dengan r sebesar $-0,064$ dengan arti tidak terdapat korelasi pada dua variabel tersebut. Berdasarkan pada penelitian ini, penguasaan konsep siswa setelah menggunakan laboratorium virtual masih tergolong rendah sehingga diperlukan pengembangan lebih lanjut dan metode pembelajaran yang lebih sesuai agar pembelajaran lebih dipahami bagi siswa.

Kata Kunci : Laboratorium virtual, respon penerimaan siswa, penguasaan konsep, biomagnifikasi.

THE CORRELATION BETWEEN STUDENT ACCEPTANCE OF VIRTUAL LABORATORY AND MASTERY OF CONCEPT IN BIOMAGNIFICATION TOPIC

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ABSTRACT

The existence of a virtual laboratory during the pandemic, which demands restriction on physical interactions, has been a huge help in the study of biology. The virtual laboratory is able to simulate biological objects to be observed and manipulated by the students in studying biological phenomena. This study aims to investigate the correlation between students' acceptance of biomagnification virtual laboratory and students' mastery of concepts in biomagnification topics. This study used the descriptive correlational method. The subjects in this study are 42 seventh-grade students from a certain junior high school in Garut. The data was obtained through students' response questionnaires and multiple-choice questions. The findings of this study show that the students' acceptance of virtual laboratory was in a good category, whereas the mastery of concepts was mostly in the poor category. To find out the correlation between student acceptance and mastery of concepts, the Kendall-tau Test was used. The result of the correlation test indicates that there is no correlation between student acceptance and mastery of concept with a correlation value of -0,064 and sig. (2 tailed) $0,592 > 0,05$ mean it has no correlation between variable. The findings suggest that further development and more appropriate learning methods are needed in order to improve students' understanding.

Key Words : Virtual laboratory, student's acceptance, concept mastery, biomagnification.

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