ABSTRAK

Sri Susanti Massi. 2015. *Hubungan Minat Belajar dengan Hasil Belajar Mahasiswa yang Mengalami Miskonsepsi Kimia Pada Mata Kuliah Kimia Dasar I*. Skripsi, Jurusan Pendidikan Kimia, Fakultas Matematika dan IPA Universitas Negeri Gorontalo. Pembimbing I Prof. Dr. Astin Lukum, M.Si dan Pembimbing II Dr. Akram La Kilo, M.Si.

Penelitian ini bertujuan untuk (1) mendeskripsikan gambaran miskonsepsi kimia mahasiswa dan (2) mengetahui hubungan antara minat belajar dengan hasil belajar mahasiswa yang mengalami miskonsepsi pada mata kuliah kimia dasar I. Penelitian ini merupakan penelitian *mix method* dengan dua pendekatan yaitu kualitatif dan kuantitatif. Sampel dalam penelitian ini adalah mahasiswa semester III jurusan pendidikan kimia UNG yang berjumlah 49 orang. Data dikumpulkan melalui instrument tes dengan teknik *Certainty of Response Index* (CRI) untuk memperoleh tingkat keyakinan mahasiswa dalam menjawab pertanyaan, dan pemberian angket untuk melihat minat belajar mahasiswa. Data hasil CRI dianalisis berdasarkan kriteria penentuan miskonsepsi dan data hasil angket dianalisis dengan analisis korelasi menggunakan korelasi *product moment* dari Pearson dan diuji menggunakan uji *t* pada taraf $\alpha = 0,05$. Dari analisis data diketahui mahasiswa yang tahu konsep kimia dasar I adalah 5,15%, yang mengalami miskonsepsi kimia sekitar 43,15% dan yang tidak paham atau tidak tahu konsep sebesar 51,69%. Minat belajar mahasiswa juga memiliki hubungan yang positif dan signifikan terhadap hasil belajar mahasiswa yang ditunjukkan dengan nilai $t_{hitung} > t_{tabel}$ atau 2,38 > 1,68 dan didukung oleh nilai koefisien korelasi sebesar 0,328 atau koefisien korelasi *r* yang hanya sebesar 0,10758, dimana terdapat faktor-faktor lain yang turut mempengaruhi hasil belajar mahasiswa salah satu di dalamnya terdapat miskonsepsi kimia sebesar 43,15% dan tidak paham atau tidak tahu konsep sebesar 51,69%.

Kata Kunci : Miskonsepsi Kimia, Minat Belajar, Hasil Belajar Mahasiswa

ABSTRACT

Sri Susanti Massi. 2015. *Relationship Of Interest Learning with Students' Learning Outcomes Who Have the misconception on Course Basic Chemistry I.* Thesis, Department of Chemistry Education, Faculty of Mathematics and Science, State University of Gorontalo. Supervisor I Prof. Dr. Astin Lukum, M.Si and co-supervisor II Dr. Akram La Kilo, M.Si.

This study aims to (1) describe the picture chemistry of college students misconceptions and (2) determine the relationship between interest in learning with learning outcomes of college students who had misconceptions on the course basic chemistry I. This study is a mix method with two approaches, qualitative and quantitative. The sample in this study is the third semester college students of department chemistry education UNG totaling 49 people. Data were collected through test the instrument with a technique Certainty of Response Index (CRI) to acquire of level confidence of college students in answering the question, and giving the questionnaire to viewed of college students interest in learning. Result data of CRI were analyzed based on the criteria of determination of the misconceptions and data result of the questionnaire were analyzed using correlation analysis of Pearson product moment and was tested using the t test at level $\alpha = 0.05$. From the analysis of the data found that of college students know the course basic chemistry concepts I is 5.15%, who had chemical the misconceptions about 43.15% and do not understand or did not know the concept of 51.69%. Interest in learning of college students also have a positive and significant relationship to the learning outcomes of college students who demonstrated through the regression equation $y = 29.26 + 0{,}45X$. Interest in learning of collage students also have a positive and significant relationship to the learning outcomes of collage students as indicated by $t_{count} > t_{table}$ or $2.38 > 1.68$ and is supported by a correlation coefficient 0.328 or correlation coefficient *r* which only amounted to 0.10758, where there are other factors that also affect of collage student learning outcomes which there in either is a amounting to 43.15% chemical of misconceptions and do not understand or didn't know the concept of 51.69%.

Keywords: Misconceptions of Chemical, Interest in Learning, Student Learning Outcomes