ABSTRACT

WIDIANA YOSIKA. 2023. ***Students' Misconceptions on the Material of the Two-Variable Linear Equation System using the Certainty of Response Index (CRI) in terms of Learning Styles***. *Mathematics Education Study Program. Faculty of Teacher Training and Education. Siliwangi University*

This study aims to analyze the misconceptions that occur in students in the matter of a two-variable linear equation system using the Certainty of Response Index (CRI) in terms of learning styles. This type of research uses qualitative research with exploratory methods. The data collection technique was in the form of distributing the Kolb's Learning Style Invertory (KLSI) questionnaire, a description test accompanied by CRI on the material of a two-variable linear equation system and interviews. The research instrument was a Kolb's Learning Style Invertory (KLSI) questionnaire and essay test questions accompanied by CRI on the material of a system of two-variable linear equations. The subjects of this study were class IX students of MTs Mu'min Mashum Tasikmalaya City. Taking research subjects was carried out by taking students who experienced misconceptions from each learning style group. Data analysis techniques used are data reduction, data presentation and verification. The results of the study showed that there were students who had divergent, assimilator, converger and accommodator learning styles. Of the four groups of students with these learning styles, two of them experienced misconceptions. Students with an assimilator learning style identified misconceptions based on wrong answers and filling in the CRI scale table on scales 4 and 5. The misconceptions identified in these students included negative sign misconceptions, fractional misconceptions, operational misconceptions and equality misconceptions. These students tend to be quiet and focused and tend to be more coherent and systematic in doing the test. Students with convergent learning styles identified misconceptions based on wrong answers and filling in the CRI scale table on a scale of 5. The misconceptions identified in these students included operational misconceptions, fractional misconceptions and equality misconceptions. These students tend to be very focused on solving problems and working without giving pause to rest without correcting the answers that have been written on the answer sheet.

Keywords*: Misconceptions, Certainty of Response Index (CRI), Learning Styles, Assimilator, Converger*