ABSTRAK

RINA FITRIANI. 2022. **ANALISIS MISKONSEPSI PESERTA DIDIK PADA MATERI VIRUS MENGGUNAKAN INSTRUMEN *FOUR-TIER DIAGNOSTIC TEST*** (Studi Analisis di Kelas X MIPA SMAN 1 Ciamis). Jurusan Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Materi biologi terdapat banyak bahasa ilmiah, terkadang sulit untuk divisualisasikan, serta dianggap sesuatu yang menakutkan. Didalam kegiatan pembelajaran, peserta didik memiliki proses penerimaan materi biologi yang berbeda-beda, diantaranya belum memahami konsep, paham konsep, serta salah konsep (miskonsepsi). Miskonsepsi merupakan fenomena terbentuknya konsep baru yang salah akibat kesalahpahaman dalam memahami konsep yang sesuai dengan para ahli dibidangnya. Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan kategori miskonsepsi peserta didik pada materi virus. Metode yang digunakan adalah deskriptif kualitatif. Penelitian ini dilakukan di X MIPA SMAN 1 Ciamis dan sumber data dipilih dengan teknik *purposive sampling*. Teknik pengumpulan data yang digunakan berupa *four-tier diagnostic test*, wawancara semi terstruktur, dan observasi partisipasi pasif. Berdasarkan analisis profil miskonsepsi, hasil penelitian menunjukkan bahwa persentase rata-rata miskonsepsi yang dialami peserta didik termasuk ke dalam kategori rendah. Adapun 4 sumber miskonsepsi yang ditemukan pada penelitian ini yaitu guru, peserta didik, konteks dan buku. Kontribusi terbesar penyebab utama miskonsepsi ditemukan pada peserta didik itu sendiri.

Kata Kunci : Miskonsepsi, *Four-tier Diagnostic Test,* Virus

ABSTRACT

RINA FITRIANI. 2022. **THE ANALYSIS OF STUDENTS' MISCONCEPTIONS ON VIRUS SUBJECTS USING FOUR-TIER DIAGNOSTIC TEST INSTRUMENTS.** *(Analytical Studies in Class X-MIPA SMAN 1 Ciamis). Department of Biology Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya.*

The discipline of biology has a variety of scientific terminology that is sometimes difficult to visualize and internalize. Therefore, students have various kinds of paradigms while involved or after going through a learning process in the subject, including not understanding concepts, understanding concepts, and misconceptions. Misconception is a phenomenon in which an individual forms a new concept that is incorrect because they do not understand the concept as well as those who are knowledgeable in the field.This study aims to identify and describe the category of students' misconceptions on virus subjects. This method used qualitative descriptively. The researcher carried out this research at X MIPA SMAN 1 Ciamis and the data sources were selected by purposive sampling technique. The researcher collected the data through a four-tier diagnostic test, semi-structured interviews, and passive participation observation. According to the misconception profile analysis, the study resulted that the average percentage of misconceptions experienced was categorized as low. Regarding the 4 sources of misconceptions found in this study, namely teachers, students, context, and books. The greatest contribution to the main causes of misconceptions is made by the students themselves.

Keywords: misconception, Four-tier Diagnostic Test, Virus.