TABLE OF CONTENTS

	Page
BIOGRAPHY	i
ABSTRACT	ii
PREFACE	iii
TABLE OF CONTENTS	v
LIST OF FIGURE	viii
LIST OF TABLE	ix
TABLE OF APPENDIX	x
CHAPTER I	1
1.1 Background	
1.2 Problem Identification	6
1.3 Problem Scope	7
1.4 Problem Formulation	7
1.5 Research Objectives	7
1.6 Research Benefits	8
1.7 Operational Definition	9
CHAPTER II	10
2.1 Research & Development	10
2.2 Test	11
2.2.1 Definition of Tes	11
2.2.2 The Function of Test	12
2.2.3 The type of Test	13
2.2.4 Objective Test	14
2.2.5 Objective Tests for Multiple Choice Item Forms	16
2.2.6 Test Development	18
2.2.7 Making Objectives Amenable to Measurement an	d Evaluation 20
2.2.8 Characteristics of Good Test	21
2.2.9 Question Item Quality Analysis	23
2.2.10 Bloom's Taxonomy	24
2.2.11 Cognitive Domain	25

2.2.12 Core Competencies (KI) and Basic Competencies (KD)	28
2.3 Definition of Conceptual Knowledge	29
2.3.1 Classifying learning objectives	31
2.3.2 Conceptual Knowledge in Physics (Multiple Representations)	32
2.4 Conceptual Knowledge on Rotation Dynamic	32
2.4.1. Knowledge of Classification and Categories (CC)	32
2.4.2. Knowledge of Principles and Generalizations (PG)	33
2.4.3. Knowledge of Theory, Models and Structure (TMS)	42
2.5 Relevant Research Studies	47
2.6 Framework of thinking	50
2.7 Research Hypothesis	50
CHAPTER III	52
3.1 Location and Time of Research	52
3.2 Population and Sample Research	52
3.2.1 Research Population	52
3.2.2 Research Samples	52
3.3 Research variable	52
3.4 Research Type and Design	52
3.4.1 Research Type	52
3.4.2 Research Design	53
3.4.2.1 Research Method Design	53
3.4.2.2 Validator Design	54
3.5 Research Procedure	54
3.6 Data collection technique	58
3.6.1 Literature Study	59
3.6.2 Interview	60
3.6.3 Test	60
3.7 Research Instrument	61
3.7.1 Item Validation Sheet	61
3.7.2 Conceptual Knowledge Objective Test Instrument	61
3.8 Data Analysis technique	61
3.8.1 Validity of Instrument by Experts	61

3.8.2 Validity of the test	62
3.8.3 Reliability	63
3.8.4 Level of Difficulty	64
3.8.5 Discrimination Index Test	64
3.8.6 Distractor Efficiency Test	65
3.8.7 Question Quality Criteria	66
CHAPTER IV	68
4.1 Research Description	68
4.2 Research Result	69
4.2.1 Analysis Stage	69
4.2.2 Design Stage	70
4.2.3 Development Stage	74
4.2.4 Implementation Stage	83
4.2.5 Evaluation	99
4.3 Discussion	105
4.3.1 Qualitative Question Analysis	105
4.3.2 Quantitative Question Analysis	106
CHAPTER V	114
5.1 Conclusion	114
5.2 Suggestion	115
REFERENCES	116



LIST OF FIGURE

Figure 2. 1	Multiple representation in kinematics	32
Figure 2. 2	Adjustable spanner	34
Figure 2. 3	(a) Force $F_1 \perp l$, (b) Force F_2 Forms an Angle θ to l	34
Figure 2. 4	Moment of Force F	35
Figure 2. 5	Determination of the Direction of the Moment of Force Using the Right Han	ıd
	Rule	36
Figure 2. 6	Particle Rotation Motion	36
Figure 2. 7	Moments of Inertia of Homogeneous Rigid Objects with Different	
	Geometries	38
Figure 2.8	Angular Momentum	39
Figure 2. 9	The Four Fingers Show The Direction of Rotation, While The Thumb Show	S
	The Direction of Angular Momentum	40
Figure 2. 10	A person standing on a rotating plate with a load in both hands when: (a) Bo	oth
	hands stretched out; (b) Both hands pressed to the body	41
Figure 2. 11	A spinning roof has an angular momentum vector L Which is vertical and	
	doesn't change as long as there's no torque affecting it	41
Figure 2. 12	The mass load m connected to the rope on the pulley	42
Figure 2. 13	A wheel that rolls without a slip can be interpreted as a wheel that moves	
	translation and rotation with speed $V = \omega R$	43
Figure 2. 14	The Cylinder Rolls on A Flat, Rough Surface	44
Figure 3. 1	The process of developing an instrument using ADDIE model	53
Figure 3. 2	Research Flow	55
Figure 4. 1	Results of Limited Field Test Analysis	91
Figure 4. 2	Large Field Test Interpretation	105
V.	nau acco Duality	1
t	UNIVERSITY	

LIST OF TABLE

Page

Table 2.1	Cognitive Process Dimensions	26
Table 2.2	Analogies of Translation and Rotational Motion	33
Table 2.3	Analogy between Translational and Rotational Motion	33
Table 2.4	Relevant Research Studies	47
Table 3.1	Validator Design	54
Table 3.2	Criteria for the Evaluation of Instrument Validity	62
Table 3.3	Question Reliability Criteria	63
Table 3.4	Level of Difficulty Criteria	64
Table 3.5	Discrimination Index Criteria	65
Table 3.6	Criteria for Distractor Efficiency	65
Table 3.7	Question Item Quality Criteria	66
Table 4.1	Blueprint Objective Test for Conceptual Knowledge of Rotation Dynamic	71
Table 4.2	Revision of Test Instruments after Expert Validation	76
Table 4.3	Qualitative Test Item Analysis Result Categories	82
Table 4.4	Results of Calculation Validity of Limited Field Test Questions	83
Table 4.5	Limited Field Validity Test Results	83
Table 4.6	Results Analysis of the Difficulty Level of Limited Field Test Questions	85
Table 4.7	Results of Limited Field Test Difficulty Level Analysis	85
Table 4.8	Results of Discrimination Index of Limited Field Test Questions	86
Table 4.9	Results of Limited Field Test Differential index Analysis	87
Table 4.10	Results of Limited Field Distractor Efficiency Analysis	89
Table 4.11	Results of Limited Field Test Distractor Efficiency Analysis	89
Table 4.12	Limited Field Test Empirical Analysis Results	91
Table 4.13	Revision of Limited Field Test Results	93
Table 4.14	The Results of the Analysis of the Difficulty Level of the Large Field Test	
	Questions	100
Table 4.15	Results of the Analysis of the Difficulty Level of Large Field Test	100
Table 4.16	Results of Discrimination Index of Large Field Test Questions	101
Table 4.17	Results of Large Field Test Discrimination Index Analysis	101
Table 4.18	Results of Large Field Test Distractor Efficiency Analysis	103
Table 4.19	Results of Effectiveness Analysis of Distractor in Large Field Test	103
Table 4.20	Results of Empirical Analysis of Large Field Tests	104
Table 4.21	Conceptual Knowledge Objective Test Accepted	105
1 11	1 1191111111111111111111111111111111111	17
-th	muna genung	1
	LINIVERSITY	
	OTATA PIMITI T	

TABLE OF APPENDIX

		Page
Appendix 1	Objective Test Instruments of Conceptual Knowledge Materials of Rotation Dynamics Topic for High School	n 119
Appendix 2	Blueprint of Question based on Type of Conceptual Knowledge and Level Cognitive	155
Appendix 3	Recommendation of Conceptual Knowledge Questions	155
Appendix 4	Expert Validation Sheet	170
Appendix 5	Conceptual objective test answer key	179
Appendix 6	Results of Quantitative Analysis of Limited Field Tests	180
Appendix 7	Limited Field Test Empirical Analysis	189
Appendix 8	Results of Quantitative Analysis of Large Field Tests	194
Appendix 9	Results of Empirical Analysis of Large Field Tests	198
Appendix 10	Limited Field Validity, Reliability, Level of Difficulty and Discrimination Index Test	202
Appendix 11	Large Field Validity, Reliability, Level of Difficulty and Discrimination Inc Test	dex 207
Appendix 12	Bank of Conceptual Knowledge	214
Appendix 13	Limited Field and Large Field Test in XI Mipa	223
Appendix 14	Thesis Advisory Lecturer Approval Sheet	227
Appendix 15	Research Permit	228
Appendix 16	Research Certificate	229