

ABSTRAK

Debby Hanizar: Pengembangan Media Evaluasi Berbasis *Three Tier Multiple Choice* Berbantuan *Google Form* Untuk Mengidentifikasi Pemahaman Konsep Siswa Pada Materi Keseimbangan Kimia. **Program Studi Pendidikan kimia FKIP Universitas Malikussaleh, 2026.**

Penelitian ini bertujuan untuk mengetahui kevalidan, kelayakan, respon peserta didik dan pemahaman konsep peserta didik terhadap media evaluasi berbasis *three tier multiple choice* berbantuan *google form* pada materi Keseimbangan Kimia yang dikembangkan, menggunakan metode penelitian *research and development* (R&D) model 4D, yang memiliki 4 tahapan yaitu *define, design, develop, and disseminate*. Pada penelitian ini, peneliti melakukan seluruh proses pengembangan hingga tahap penyebaran dan pengaplikasian kepada peserta didik.

Berdasarkan hasil penelitian, validasi materi oleh ahli memperoleh persentase sebesar 87% dengan kriteria sangat valid, validasi media oleh ahli memperoleh persentase 80% dengan kriteria valid, kelayakan materi oleh guru memperoleh persentase sebesar 83% dengan kriteria sangat layak, kelayakan media oleh guru memperoleh persentase 88% dengan kriteria sangat layak, dan respon peserta didik terhadap media evaluasi yang dikembangkan sebesar 76% dengan kriteria menarik. Data pemahaman konsep peserta didik setelah penggunaan media memperoleh persentase sebagai berikut paham konsep memperoleh persentase 45% dengan kriteria cukup, miskonsepsi memperoleh persentase 46% dengan kriteria cukup, dan tidak paham konsep memperoleh persentase 9% dengan kriteria sangat rendah. Maka dapat disimpulkan bahwa media evaluasi berbasis *three tier multiple choice* berbantuan *google form* yang dikembangkan sangat valid dan sangat layak digunakan dalam pembelajaran kimia serta mendapat respon yang menarik dari peserta didik.

Kata Kunci : 4D, Media Evaluasi, *Three tier multiple choice*, *Google form*, Pemahaman Konsep, Keseimbangan Kimia

ABSTRACT

DEBBY HANIZAR: Development of a Three-Tier Multiple-Choice Assessment Tool Using Google Forms to Identify Students' Conceptual Understanding of Chemical Equilibrium. **Department of Chemistry Education, Faculty of Teacher Training and Education, Malikussaleh University, 2026.**

This study aims to determine the validity, feasibility, student responses, and students' conceptual understanding of a three-tier multiple-choice assessment tool using Google Forms for the developed Chemical Equilibrium material, using the 4D research and development (R&D) model, which consists of four stages: define, design, develop, and disseminate. In this study, the researcher carried out the entire development process through to the dissemination and application stages with the students.

Based on the research results, the validation of the instructional materials by experts yielded a score of 87% and was rated as "highly valid"; the validation of the instructional media by experts yielded a score of 80% and was rated as "valid"; the assessment of the materials' suitability by teachers yielded a score of 83% and was rated as "highly suitable"; the assessment of the media's suitability by teachers yielded a score of 88% and was rated as "highly suitable"; and student response to the developed evaluation media was 76% with the criterion of "interesting." Data on students' conceptual understanding after using the media yielded the following percentages: "understands the concept" at 45% with the criterion of "adequate," 'misconceptions' at 46% with the criterion of "adequate," and "does not understand the concept" at 9% with the criterion of "very low." Therefore, it can be concluded that the three-tier multiple-choice assessment tool developed using Google Forms is highly valid and highly suitable for use in chemistry instruction and received an engaging response from students.

Keywords: 4D, Evaluation Tool, Three-Tier Multiple Choice, Google Forms, Conceptual Understanding, Chemical Equilibrium