Five-Tier Diagnostic Test Instrument for Uniform Circular Motion Concepts: Development, Validity, Reliability and Limited Trials

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Received: December 03, 2020; Accepted: January 23, 2021; Published: January 30, 2021

Abstract – Students' understanding on Physics concepts could be different from each other. Based on the conceptual diagnostic test, especially in five-tier format, the students' different understanding can be categorized into several conception levels. One of them is misconception. For example, students consider that all objects moving on a circular trajectory called uniform circular motion (UCM). According to the Physics concept, an object in UCM must meet three criteria: an object travels along a circular path, the radius of the path is always fixed, and the object moves at a constant speed. However, a standardized conceptual diagnostic test instrument in five-tier format is not yet available. This work aims to develop a five-tier diagnostic test instrument for UCM concepts, perform validity and reliability test and use the developed instrument to identify a number of students’ conception level. The research & development method was employed to produce 15 valid and reliable questions. The validity test consisted of internal and external (content and construct empirical) aspects. The internal validity obtained was 88% (very valid). The content aspect, i.e. the false positive=4.95% and the false negative=5.59% both met the criteria <10%. The construct aspect obtained by a Pearson product moment correlation was \( r_{xy} = 0.998 > r_{theoretic} = 0.355 \) (5% sig. level). The reliability level of the Alpha Cronbach coefficient \( r_{11} = 0.887 \) shows that the developed instrument was valid and reliable. The limited trial result shows that the students’ conception levels on the UCM concepts was generally lack of knowledge.

Keywords: conception level, five-tier diagnostic test, reliability, uniform circular motion, validity

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I. INTRODUCTION

Physics is a set of knowledge, way of thinking, and investigation in the form of facts, concepts, principles, theories and models (Astuti, 2015; Fitriani et al., 2017; Ilyas et al., 2020). Based on the 2013 Curriculum framework, Physics learning aims to enable students to master concepts, principles, and skills as provisions for continuing education to a higher level (Kemendikbud, 2014). However, this goal cannot be achieved easily considering that students tend to have a variety of understandings on Physics concepts.
When viewed using a five-tier diagnostic test, (Anam et al., 2015) called the various understanding on Physics concepts as conception levels. Table 1 summarizes the conception levels proposed by Anam et al., (2015).

**Table 1. Students' conception levels (Anam et al., 2015)**

| No | Conception levels             | Description                                                                                                                                 |
|----|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| 1  | SC (Scientific Conception)    | When students answer on the first-tier and the chosen reason on the third-tier are correct. The student is sure with the chosen answers and reasons, and the pictures or conclusions made on the fifth-tier is in accordance with the Physics concept. |
| 2  | ASC (Almost Scientific Conception) | When students answer on the first-tier and the chosen reason on the third-tier are correct. The student is sure with the chosen answers and reasons, but the pictures or conclusions made on the fifth-tier is not completely in accordance with the Physics concept. |
| 3  | LK (Lack of Knowledge)         | When only one of the students answers on the first-tier and the chosen reason on the third-tier is correct. The student can be sure or not with the chosen answers and reasons, and the pictures or conclusions made on the fifth-tier is sufficiently in accordance with the Physics concept. |
| 4  | MSC (Misconception)           | When students answer on the first-tier and the chosen reason on the third-tier are wrong. The student is sure with the chosen answers and reasons, but the pictures or conclusions made on the fifth-tier is not in accordance with the Physics concept. |
| 5  | NU (No Understanding on Concept) | When students answer on the first-tier and the chosen reason on the third-tier are wrong. The student is not sure with the chosen answers and reasons, and the pictures or conclusions made on the fifth-tier is not in accordance with the Physics concept. |

Based on Table 1, misconception becomes one of the levels of conception. Misconceptions in physics learning often occur (Respatiningrum et al., 2015; Haryono et al., 2020). According to Alhinduan et al. (2016); Sholihat et al., (2017); Farihah and Wildani (2018) and Rukmana (2020), misconception occurs due to a mismatch between students' understanding and scientific concepts according to experts in certain fields. Based on the first author's experience when carrying out a Pengenalan Lapangan Persekolahan (PLP) program in one of public high schools in Sidoarjo, the author found that there are many students in Grade 10 whose conceptual understanding on uniform circular motion (UCM) are wrong. For example, students assume that all objects moving on a circular trajectory are called UCM. Meanwhile, according Physics concept as written by Halliday in his textbook entitled: "Fundamental of Physics: Tenth Edition" (2013:76), it is said that "if a particle travels along a circle path or circular arc of
radius \( r \) at a constant speed of \( v \), the particle is said to be in uniform circular motion”. This means that a particle or object is said to be in UCM when it meets three criteria, namely: 1) the particle or object moves on a circular path, 2) the distance between the particle or object to the center of the circle (\( r \)) is always fixed and 3) the particle moving at a constant speed. Referring to the Physics concept in the Halliday’s textbook above, it can be understood that the mentioned students experienced misconceptions.

The case on students’ misconceptions on UCM was also reported by Yolenta et al. (2014) and Annisa et al. (2019), each using three-tier and four-tier diagnostic tests to identify students’ conception level. According to Yolenta et al. (2014), there are 39.22% of the students experienced misconceptions. Meanwhile, according to Annisa et al. (2019), 30.69% of the students experienced misconceptions on the UCM concepts; 54.48% did not understand the concepts; 8.62% understood the concept and the rest was un-code, which means that the students’ answers cannot be concluded because it was not complete.

For the scheme of three-tier and also four-tier diagnostic tests, students are only given the opportunity to choose one of several answer options so there might be a possibility that the students are only guess when choosing the answer (Milenković, 2016). When the guessed answer is correct, the conclusions about the students’ conception level drawn by the examiner could be inaccurate (Ermawati et al., 2019). Therefore, it will be beneficial to add a fifth-tier question (an open question) on a four-tier diagnostic test. The aim of the fifth-open question is to add the examiner’s level of confidence in justifying the students’ conception levels; and the developed diagnostic test with an extra fifth question in it is called a five-tier diagnostic test as reported by Bayuni et al. (2018) on changes of matters concepts and by Anam et al. (2019) on heat transfer concepts. The fifth-tier of an open question can be an instruction for students to draw a picture/concept map or to write up a conclusion based on the concepts asked in the first- and third-tier.

Recently, the work to develop a five-tier diagnostic test instrument has been reported by Qonita & Ermawati (2020) on vector concepts, Fajriyyah & Ermawati (2020) on kinetic theory of gases concepts, also by Salsabila & Ermawati (2020) on elasticity concepts. However, a standardized five-tier diagnostic test instrument is not yet available up to now, including for UCM concepts.

Gurel et al. (2015), Amin et al. (2016) and Anam et al. (2019) provided guidelines for assessing students’s conception levels when using five-tier diagnostic test. Table 2 provides students’ conceptual levels in a five-tier diagnostic test adapted from them. Table 3 shows the description and scores of the answers for fifth-tier question in Table 2.
Table 2. Students’ conceptual levels in a five-tier diagnostic test (Gurel et al., 2015, Amin et al., 2016 and Anam et al., 2019).

| No | 1st tier | 2nd tier | 3rd tier | 4th tier | 5th tier | Conceptual Levels |
|----|----------|----------|----------|----------|----------|-------------------|
| 1  | C        | S        | C        | S        |          | SC (SD/SC)        |
|    |          |          |          |          |          | ASC (MD/MC)       |
|    |          |          |          |          |          | LK (UD/UC)        |
|    |          |          |          |          |          | UnC (ND/NC)       |
| 2  | C        | S        | C        | NS       |          |                  |
| 3  | C        | NS       | C        | S        |          |                  |
| 4  | C        | NS       | C        | NS       |          |                  |
| 5  | C        | S        | W        | NS       |          | SC (PD/PC)       |
|    |          |          |          |          |          | ASC (MD/MC)       |
|    |          |          |          |          |          | LK (UD/UC)        |
|    |          |          |          |          |          | UnC (ND/NC)       |
| 6  | C        | S        | W        | S        |          |                  |
| 7  | C        | NS       | W        | S        |          |                  |
| 8  | C        | NS       | W        | NS       |          |                  |
| 9  | W        | S        | C        | S        |          |                  |
| 10 | W        | S        | C        | NS       |          |                  |
| 11 | W        | NS       | C        | S        |          |                  |
| 12 | W        | NS       | C        | NS       |          |                  |
| 13 | W        | S        | W        | NS       |          |                  |
| 14 | W        | NS       | W        | S        |          |                  |
| 15 | W        | NS       | W        | NS       |          |                  |
| 16 | W        | S        | W        | S        |          |                  |
| 17 |          |          |          |          |          |                  |

Note:  
C = Correct  W = Wrong  
S = Sure  NS = Not Sure

Table 3. Descriptions and scores for the fifth-tier answers in Table 2 (Dikmenli, 2010; Köse, 2008)

| Z   | Category                              | Description                                                                 | Score (%) |
|-----|---------------------------------------|-----------------------------------------------------------------------------|-----------|
| 1   | Scientific Drawing / Conclusion (SD/SC) | When students provide a picture or a comprehensive conclusion that is in accordance with the Physics concept. | 100       |
| 2   | Partial Drawing / Conclusion (PD/PC)   | When students provide a picture or conclusion that almost close to the Physics concept with minor deficiencies in it. | 70-99    |
| 3   | Misconception Drawing / Conclusion (MD/MC) | When students provide a picture or conclusion that is different with the Physics concept. | 40-69    |
| 4   | Undefined Drawing / Conclusion (UD/UC) | When students provide a picture or conclusion that does not match with the Physics concept and it cannot be understood. | 1-39     |
| 5   | No Drawing / Conclusion (ND/NC)        | When student cannot provide drawing or conclusion at all.                    | 0        |
Based on the introduction above, this paper is intended to develop a five-tier diagnostic test (FTDT) instrument for uniform circular motion (UCM) concepts. The FTDT instrument was written following a research & development (R&D) method. The validity and reliability tests were performed and the valid and reliable instrument was tested to a number of high school students to obtain their conception levels data in UCM.

II. METHOD

As mentioned, this work adopted the research and development (R&D) method to develop a five-tier diagnostic test (FTDT) on uniform circular motion (UCM) concepts, examined the validity and reliability, and used the valid and reliable instrument to test the conception levels of a number of students. The following paragraphs explain the works carried out on each (R&D) stage.

A. Research stage

What is meant by the research stage here is that the author did literature studies on the UCM concepts from some Physics textbooks, i.e. “College Physics, 9th Edition” (2010) by Serway, “Fundamentals of Physics, 10th Edition” (2013) by Halliday and “Physics: Principles with Applications, 7th Edition” (2014) by Giancoli to develop a draft of diagnostic test instrument. The authors takes three sub-concepts in UCM which will be written in a draft of diagnostic test, i.e. (a) Angular Displacement, (b) Effect of Object’s Mass on Linear Velocity and (c) Period. In this stage, the author also recapitulated students’ potential misconceptions on UCM concepts, both obtained from the literature studies and from interview to some high school students who had already taught the UCM concepts in the previous semester. Table 4 recapitulates the three sub-concepts in UCM and the intended potential misconceptions.

| No | Sub Concept | Correct Concept | Potential Misconception |
|----|-------------|----------------|------------------------|
| 1  | Angular Displacement (θ) | An International Unit for angular displacement in UCM concepts is radians (rad), so if the value is still expressed in degree (°) unit, then it must be converted into radians (rad) first (Serway, 2010: 200). | Students assumed that the International Unit for angular displacement is degrees (°) because an object is said to have travelled one full circle if it has a 360°. |
| 2  | Effect of object’s mass (m) on linear velocity (v) | In UCM concepts, the value of linear velocity (v) is expressed in Eq.(1): \[ v = \frac{2\pi r}{T} \] (1) Based on Eq. | Students assumed that object’s mass (m) affects linear velocity (v) because the greater mass of the object, then the |
(1), it can be concluded that the linear velocity \( (v) \) depends only on the radius of the path \( (r) \) and the rotation period of the object \( (T) \). Thus, the object’s mass \( (m) \) has no effect on linear velocity \( (v) \). In UCM concepts, period \( T \) of an object revolving in a circle is the time required for one complete revolution (Giancoli, 2014:111) and given in Equation (2):

\[
T = \frac{\pi}{n} \tag{2}
\]

Based on the Equation (2), the number of fan blades rotations \( (n) \) is inversely proportional to the period \( (T) \).

Students assumed that the number of fan blades rotations \( (n) \) is directly proportional to its period \( (T) \) because the more turns that are taken, the resulting period is also greater.

**B. Development stage**

1. **Instrument development**

   The development stage was started by writing up a Draft-1 of the diagnostic test instrument, revised it etc. up to the Final Draft was valid and reliable. The Draft-1 was in the form of three-tier diagnostic test that comprises of 15 questions covering the three sub-concepts in Table 4. The first-tier of the Draft-1 was multiple choice questions. The second-tier was the level of students’ confidence to answer the first-tier question. The third-tier was an open-ended question in responding the first-tier question. The Draft-1 was tested to 25 public-high-school students in several districts in East Java. The aim was to select various possible reasons written by students when he/she answered the first-tier questions.

   The selected answer’s reasons above were then written in Draft-2 (also comprises of 15 questions). The Draft-2 was already a FTDT. The first two tier questions in the Draft-2 were the same as in the Draft-1. However, the third-tier in Draft-2 was a closed-ended question, i.e. the student’s reasons when answering the questions on the first-tier. The fourth-tier in the Draft-2 was the level of student’s confidence in choosing the correct reasons. The fifth-tier was an open-ended question to confirm the level conception of students.

   The Draft-2 was then tested for internal validity by two appointed UNESA’s Physics lecturers. The internal validity test result was used to develop Draft-3 (15 questions), also an FTDT. The Draft-3 were tested for external validity and reliability. The validated and reliable FTDT will be the final FTDT instrument. This final instrument was ready
for use to a number of students to access their conception levels data in the UCM.

2. **Validity and reliability test**

As mentioned, the internal validity test was conducted on the Draft-2. The internal validity contains three aspects, i.e. the aspects of content, construct and language. The evaluation indicators on the content aspect include: a) suitability between the questions and the UCM concepts, b) suitability between the questions and the question indicators, c) the suitability between the questions and the order of the sub-concepts and d) clear statements for the questions, the answers and the reasons for choosing the answers.

The construct aspect has the following evaluation indicators: a) the diagnostic test instructions are clearly stated, b) the suitability of the questions with Bloom's Taxonomy and Basic Competencies, c) the questions can identify students' conceptions, d) the choice of reasons presented can identify the causes of misconceptions that come from oneself students, e) the distractor options for reasons should be rational and homogeneous with the first-tier answers, and f) the tables, graphs and pictures presented should match the given problem.

The evaluation indicators in the language aspect consist of: a) the question must be written based on the Indonesian language rules, b) the question sentences do not cause multiple interpretations and c) the question sentences are stated clearly and communicatively.

Equation (3) was occupied to calculate % of the internal validity (Arikunto, 2016), while Table 5 provides score ranges and interpretation of the internal validation results calculated using the Eq. (3) and Table 8 shows the internal validity results.

\[
\%P = \frac{S_R}{N \cdot P_A} \times 100 \%
\]

where \(\%P\) is % of internal validity, \(S_R\) is the total score given by the validator, \(N\) is the maximum score for the indicator, \(P_A\) is the number of indicators for each validity aspect and \(R\) is the number of validator (2).

| Score ranges of internal validation (%) | Interpretation |
|----------------------------------------|----------------|
| 0 - 20                                  | Invalid        |
| 21 – 40                                 | Less valid     |
| 41 – 60                                 | Quite valid    |
| 61 – 80                                 | Valid          |
| 81 – 100                                | Very valid     |

The external validity and reliability test was carried out on 31 high school students from several schools in Sidoarjo, Gresik and Surabaya. The intended students had learnt the UCM concepts at the previous semester. The external validity consists of content and construct aspects. The content aspect was determined based on % false positive (\(FP\)) and % false negative (\(FN\)) and these were calculated using Eq. (4) and (5) (Jannah & Ermawati, 2020). \(FP\) is the answer
combination of correct-sure-wrong-sure-wrong (i.e. the option No. 6 in Table 2). While \( FN \) is the answer combination of wrong-sure-correct-sure-wrong (i.e. No. 9 in Table 2).

\[
\% FP = \frac{\Sigma FP}{\Sigma butir soal \times \Sigma siswa} \times 100 \% \quad (4)
\]

\[
\% FN = \frac{\Sigma FN}{\Sigma butir soal \times \Sigma siswa} \times 100 \% \quad (5)
\]

Where \( \Sigma FP \) is the sum of \( FP \), \( \Sigma FN \) is the sum of \( FN \), \( \Sigma items \) is the number of questions (15 questions) and \( \Sigma students \) is the number of students who involved in the external validity and reliability test (31 students). According to Kirbulut and Geban (2014), the content aspect is valid when \( \% FP \) and \( \% FN \) each < 10%.

Table 9 provides the \( FP \) and \( FN \) results. The construct aspect for each question and for all the 15 questions as a whole was determined based on the correlation coefficient \( r_{xy} \) of Pearson Product Moment in Equation (6) (Arikunto, 2016).

\[
r_{xy} = \frac{\Sigma xy}{\sqrt{(\Sigma x^2)(\Sigma y^2)}} \quad (6)
\]

where \( r_{xy} \) is the correlation between the \( x \) and \( y \), \( x \) is the difference between the number of correct answer scores for each question in the first- and third-tier with the average score of the correct answers for all the questions; \( y \) is the difference between the total score for sure answers in the second- and fourth-tier questions with the average score correct answers for all questions. Table 10 provides the result of the construct aspect for each question. An instrument is valid when the value of \( r_{xy} > r_{theoritic} \). In this work, the chosen \( r_{theoritic} \) value was 0.355 with a 5% significance level considering that the number of students was 31. Figure 1 provides a screenshot for the Product Moment \( r \) value \( (r_{theoritic}) \) for the \( N \) is between 27 and 31 and the sig. value is 5 and 1%.

| \( N \) | Significance |
|-------|-------------|
| 27    | 0.381       | 0.487 |
| 28    | 0.374       | 0.478 |
| 29    | 0.367       | 0.470 |
| 30    | 0.361       | 0.463 |
| 31    | **0.355**   | **0.456** |
| 32    | 0.349       | 0.449 |
| 33    | 0.344       | 0.442 |

**Figure 1.** Screenshot of the value of \( r \) Product Moment \( (r_{theoritic}) \) for the number of \( N \) is between 27-31 and the sig. value used is 5% (Sugiyono, 2015)

The reliability of the instrument was calculated by the Alpha Cronbach coefficient as in Eq. (7) (Sugiyono, 2015).

\[
r_{11} = \frac{k}{k-1} \left(1 - \frac{\Sigma \sigma_b^2}{\sigma_t^2}\right) \quad (7)
\]

\( r_{11} \) is the Alpha Cronbach reliability coefficient, \( k \) is the number of questions and \( \Sigma \sigma_b^2 \) is the number of variants of each question. The variance value of each question calculated by Equation (8) while the total variance value calculated by Equation (9) (Sugiyono, 2015).
\[ \sigma_b^2 = \frac{\sum X_i^2 - \left(\frac{\sum X_i^2}{n}\right)}{n} \]  
\[ \sigma_t^2 = \frac{\sum \sum X_i^2 - \left(\frac{\sum X_i^2}{n}\right)}{n} \]  

where \( \sigma_b^2 \) is the variance value of each question, \( X_i \) is the student's answer for each question, \( n \) is the number of students. \( \sigma_t^2 \) is the total variance value and \( \sum X \) is the total student answer for each question.

The Alpha Cronbach reliability coefficient \( (r_{11}) \) in Eq. (7) was compared with the Alpha Cronbach reliability coefficient criteria in Table 6 to determine whether the instrument is reliable or not. An instrument is reliable when the Alpha Cronbach reliability coefficient \( (r_{11}) \) exceeds the \( r_{theoritic} \) \( (r_{11} > r_{theoritic}) \). Table 11 shows the reliability of the Draft 3 (FTDT) on the UCM concepts.

| No | Reliability Index (r) | Criteria       |
|----|-----------------------|----------------|
| 1  | 0.800-1.000           | Very High      |
| 2  | 0.600-0.799           | High           |
| 3  | 0.400-0.599           | Medium         |
| 4  | 0.200-0.399           | Low            |
| 5  | -1.000-0.199          | Very Low       |

Table 6. Criteria for the reliability index using Alpha Cronbach (Arikunto, 2016)

3. The limited trials

The limited trial was conducted on 10 students at one of public high schools in Sidoarjo who had already taught the UCM concepts at the previous semester. The results that were analyzed using Table 2 are shown in Table 15. The limited trial was carried out using the Final Draft of the developed instrument.

III. RESULTS AND DISCUSSION

A. Instrument development

Table 7 presents one of the 15 questions in the Final Draft of the FTDT on the UCM concepts developed in this work and ready to be tested. The 14 other questions are intentionally not included in this article, considering that at the same time the document is being submitted to the Direktorat Jenderal Kekayaan Intelektual (DJKI), Kementerian Hukum dan Hak Asasi Manusia Republik Indonesia for the copyright.

Table 7. One of the 15 questions written in the Final Draft of the FTDT on UCM concepts

| Tier | Question and Multi-tier test |
|------|-----------------------------|
| 1st  | Ordinary multiple-choice test |
|      | Look at the Ferris Wheel in Figure 2 below! |

Figure 2. Ferris Wheel (Source: https://www.netclipart.com/isee/bTbR J_free-to-use-public-domain-ferris-wheel-clip/)
Figure 2 illustrates a Ferris wheel in an amusement park. The radius of the wheel is 18 meters and it has 8 gondolas, namely the K, L, M, N, O, P, Q and R gondolas. Each gondola can accommodate 2 visitors. Visitors can ride it by sitting in the available gondola. When the Ferris wheel is moving at a constant speed and makes one complete revolution in 12 minutes, the correct statement below about the direction of centripetal acceleration for each gondola is... 
A. The direction of centripetal acceleration of the K gondola is upward, while the O gondola is downward 
B. The direction of centripetal acceleration of the M gondola is to the right, while the Q gondola is to the left 
C. The direction of centripetal acceleration for all gondola is toward the center of the ferris wheel 
D. The direction of centripetal acceleration for all gondola is always outward away from the circular path 
E. The direction of centripetal acceleration for all gondola in the ferris wheel is always tangent to the circle depends on the gondola position 

(Preconception) 
B. The Ferris Wheel is moving at a constant velocity (Associative Thinking) 
C. The direction of centripetal acceleration is the same as the direction of the ferris wheel’s rotation (Humanistic Thinking) 
D. The direction of centripetal acceleration is outward away from the circular path (Incomplete Reasoning) 
E. The direction of centripetal acceleration is always perpendicular to the direction of linear velocity

Students' confidence level for chosen answer 

Are you sure about your answer? 
1. Sure 
2. Not sure 

Drawing or making conclusion 

Draw the direction of the centripetal acceleration for each gondola in the Ferris wheel based on Figure 2!

The first-tier on the question in Table 7 is a multiple-choice question that consists of one answer key (in bold) and other four answer options. The second-tier is the students’ level of confidence in choosing the answer in the first-tier. The third-tier is the reason options for the chosen answer in the
first-tier. This consists of one correct reason (in bold) and the other five reasons options. The five reason options (italicized) were designed based on the misconceptions causes arising from the students, i.e. preconception, associative thinking, humanistic thinking, incomplete reasoning and wrong intuition (Saputri and Nurussaniah, 2015; Agustin et al., 2018; Fauziah and Darvina, 2019). The fourth-tier question contains the students’ level of confidence when choosing the reason in the third-tier. The fifth-tier is an open-ended question, i.e. an instruction for students either to draw a sketch/picture/concept map or to write up a conclusion on the concept asked in the first-tier.

B. Validity and reliability

**Table 8.** The internal validity of the draft 2

| Validity Aspects | Indicator | r | 1 | 2 | %P | Criteria |
|------------------|-----------|---|---|---|----|---------|
| Content          | a         | 4 | 4 | 4 | 94 | Very    |
|                  | b         | 3 | 4 | 4 |    | Valid   |
|                  | c         | 4 | 4 |    |    |         |
|                  | d         | 3 | 4 |    |    |         |
|                  | a         | 3 | 4 |    |    |         |
|                  | b         | 4 | 4 |    |    |         |
|                  | c         | 3 | 4 | 4 | 92 | Very    |
|                  | d         | 3 | 4 |    |    | Valid   |
|                  | e         | 3 | 4 |    |    |         |
| Language         | f         | 4 | 4 |    |    |         |
|                  | a         | 3 | 3 |    |    |         |
|                  | b         | 3 | 3 | 3 | 79 | Valid   |
|                  | c         | 3 | 4 |    |    |         |
| **Average**      |           |   |   | 88|    | Very    |
|                  |           |   |   |    |    | Valid   |

As seen in Table 8, the average % of internal validity is 88% which is very valid (see Table 5).

**Table 9.** The external validity of the content aspect (FP and FN) of the draft 3.

| Question Number | False Positive (FP) | False Negative (FN) |
|-----------------|----------------------|----------------------|
| 1               | 2                    | 0                    |
| 2               | 0                    | 0                    |
| 3               | 2                    | 6                    |
| 4               | 1                    | 2                    |
| 5               | 6                    | 1                    |
| 6               | 3                    | 1                    |
| 7               | 0                    | 1                    |
| 8               | 2                    | 3                    |
| 9               | 0                    | 5                    |
| 10              | 1                    | 2                    |
| 11              | 1                    | 0                    |
| 12              | 3                    | 0                    |
| 13              | 0                    | 1                    |
| 14              | 2                    | 2                    |
| 15              | 0                    | 2                    |
| **Total**       | 23                   | 26                   |

Σstudents × Σquestion = 465

| Percentage (%) | 4.95 | 5.59 |

**Table 10.** The construct aspect of external validity for each question in draft 3

| Question Number | Correlation Coefficient (r_{xy}) | r_{theo} | Criteria |
|-----------------|---------------------------------|----------|----------|
| 1               | 0.376                           |          | Valid    |
| 2               | 0.571                           |          | Valid    |
| 3               | 0.592                           |          | Valid    |
| 4               | 0.597                           |          | Valid    |
| 5               | 0.710                           |          | Valid    |
| 6               | 0.488                           |          | Valid    |
| 7               | 0.686                           |          | Valid    |
| 8               | 0.519                           |          | Valid    |
| 9               | 0.575                           |          | Valid    |
| 10              | 0.616                           |          | Valid    |
| 11              | 0.731                           | 0.355    | Valid    |
| 12              | 0.808                           |          | Valid    |
| 13              | 0.592                           |          | Valid    |
| 14              | 0.683                           |          | Valid    |
| 15              | 0.759                           |          | Valid    |

r_{xy} as a whole = 0.998 Valid
Based on Table 9, it can be understood that from the 31 students tested, there are 4.95% $FP$ and 5.59% $FN$ which meets the criteria (< 10%). Based on Table 10, all of the correlation coefficient ($r_{xy}$) for each question and the correlation coefficient as a whole ($r_{xy} = 0.998$) exceeds the $r_{theoritic}$. Based on the results in Tables 9 and 10, the Draft 3 is therefore valid and reliable.

**Table 11. The reliability result of the Draft 3**

| No | Alpha   | Cronbach | Reliability Coefficient ($r_{11}$) | $r_{theoritic}$ | Criteria |
|----|---------|----------|-------------------------------------|-----------------|----------|
| 1  | 0.887   | 0.355    | 83                                  |                 | Very High |

Based on Table 11, the reliability of the instrument is very high, i.e. $r_{11} = 0.887$. This value far exceeds the $r_{theoritic}$. Therefore, according to the criteria for a valid instrument given by (Riduwan & Akdon, 2013); (Jannah & Ermawati, 2020); (Arikunto, 2016); and according to the reliability criteria of an instrument according to (Sugiyono, 2015), the Draft 3 (FTDT) developed in this work is valid and reliable.

**C. The limited trials result**

Table 12-14 shows the answers of the Student No. 1-3 of the total 10 students and their conception levels evaluated by the author. Table 15 recapitulates the 10 students’ conception levels.
### Table 13. Student No. 2 answers

| No. | Student No. 2 answer | No. | Student No. 2 answer |
|-----|----------------------|-----|----------------------|
| 1   | LACK OF KNOWLEDGE    | 9   | ALMOST SCIENTIFIC CONCEPTION |
| 2   | SCIENTIFIC CONCEPTION | 10  | LACK OF KNOWLEDGE    |
| 3   | LACK OF KNOWLEDGE    | 11  | MISCONCEPTION        |
| 4   | LACK OF KNOWLEDGE    | 12  | MISCONCEPTION        |
| 5   | ALMOST SCIENTIFIC CONCEPTION | 13  | LACK OF KNOWLEDGE    |
| 6   | ALMOST SCIENTIFIC CONCEPTION | 14  | LACK OF KNOWLEDGE    |
| 7   | SCIENTIFIC CONCEPTION | 15  | MISCONCEPTION        |

### Table 14. Student No. 3 answers

| No. | Student No. 3 answer | No. | Student No. 3 answer |
|-----|----------------------|-----|----------------------|
| 1   | LACK OF KNOWLEDGE    | 9   | LACK OF KNOWLEDGE    |
| 2   | LACK OF KNOWLEDGE    | 10  | MISCONCEPTION        |
| 3   | LACK OF KNOWLEDGE    | 11  | MISCONCEPTION        |
| 4   | MISCONCEPTION        | 12  | MISCONCEPTION        |
| 5   | LACK OF KNOWLEDGE    | 13  | MISCONCEPTION        |
| 6   | LACK OF KNOWLEDGE    | 14  | MISCONCEPTION        |
| 7   | LACK OF KNOWLEDGE    | 15  | LACK OF KNOWLEDGE    |
| 8   | MISCONCEPTION        |     |                      |
Table 15. The conception levels of the 10 students examined using the final draft of FTDT

| Question Number | Sub-concept | Students’ conception level (-th)* |
|-----------------|-------------|----------------------------------|
| 1 a             | MS(A)       | LK                               |
| 2 b             | NU          | SC                               |
| 3 c             | LK          | MSC (I)                          |
| 4 d             | LK          | MSC (A)                          |
| 5 e             | NU          | ASC                              |
| 6 f             | MSC (P)     | LK                               |
| 7 g             | LK          | SC                               |
| 8 h             | MSC (R)     | ASC                              |
| 9 i             | LK          | ASC                              |
| 10 j            | LK          | MSC (P)                          |
| 11 k            | LK          | MSC (P)                          |
| 12 l            | LK          | MSC (P)                          |
| 13 m            | LK          | MSC (P)                          |
| 14 n            | LK          | MSC (P)                          |
| 15 o            | NU          | MSC (P)                          |

Note:
*Based on the 7th column in Table 2
Sub-concept: a = UCM characteristics, b = angular displacement, c = the relationship between angular displacement and the length of the path, d = linear velocity, e = the relationship between linear velocity and angular velocity, f = the relationship between the linear velocity and the radius of the path, g = the effect of object’s mass on the linear velocity, h = period, i = frequency, j = relationship between frequency and angular velocity, k = angular acceleration, l = value of centripetal acceleration, m = direction of centripetal acceleration, n = relationship between centripetal acceleration and linear velocity, o = effect of object’s mass on centripetal acceleration.

MSC (P) = preconception, MSC (H) = humanistic thinking, MSC (A) = associative thinking, MSC (R) = incomplete reasoning, MSC (I) = wrong intuition.
Based on Table 15, the student No. 1 is lack of knowledge on 7 sub-concepts (Question No. 2-3, 7 and 9-12). The student No. 2 is lack of knowledge on 5 sub concepts (Question No. 1, 3-4 and 13-14). The student No. 3 experienced misconceptions on 8 sub-concepts (Question No. 3-4, 8 and 10-14), which is dominantly caused by preconception. For example, for the question No. 13, he was identified experienced misconception due to preconceptions. He assumed that the direction of centripetal acceleration is the same as the direction of linear velocity because acceleration was caused by a change in velocity. Meanwhile, according to the Physics concept, the direction of centripetal acceleration is always perpendicular to the direction of linear velocity.

The student No. 4 is lack of knowledge on 7 sub-concepts (Question No. 1, 5-6, 8, 11-12 and 14). The student No. 5 is lack of knowledge on 8 sub-concepts (Question No. 2-3, 5, 7-9, 13 and 15). The student No. 6 experienced no understanding on a concept on 6 sub-concepts (Question No. 2, 6, 8, 11-12 and 14). The student No. 7 is lack of knowledge on 7 sub-concepts (Question No. 1-2, 5-7, 9 and 15). The student No. 8 is lack of knowledge on 7 sub-concepts (Question No. 2, 6-7, 9-11 and 14). The student No. 9 is lack of knowledge on 10 sub-concepts (Question No. 3, 5-10 and 13-15). The student No. 10 experienced misconception on 8 sub-concept (Question No. 3-4, 8 and 10-14). Based on the result above, in general it can be concluded that 46.0% of the students experienced lack of knowledge, 31.33% had misconception, 10.67% students had no understanding on the concepts; 7.33% students are almost scientific conception and only 4.67% of the students understood the concepts (scientific conception).

IV. CONCLUSION AND SUGGESTION

A. Conclusion

The development of a FTDT with 15 question on the UCM concepts has been completed. The instrument is valid and reliable. The limited test given to 10 students shows that the instrument successfully identified the conception levels for each student on the UCM concepts, i.e. almost 50% of the students suffered lack of knowledge.

B. Suggestion

The FTDT on the UCM concepts can be used to test the conception levels of students from other schools. By doing so, the teacher has the data on the students’ learning difficulties and can find appropriate treatments to solve it.

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