

**IMPLEMENTASI PEMBELAJARAN IPA TERPADU TEMA FLUIDA
DENGAN MODEL *GUIDED DISCOVERY*
DAN *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN
LITERASI SAINS SISWA SMP**

ABSTRAK

Tujuan penelitian ini adalah mengimplementasikan pembelajaran IPA terpadu dengan model *guided discovery* dan model *problem based learning* untuk meningkatkan literasi sains siswa. Subjek penelitian adalah siswa kelas VIII SMP Negeri di Kota Bandung. Penelitian ini menggunakan metode quasi eksperimen dengan desain *non randomized static group pretest-posttest design*. Data dikumpulkan dengan menggunakan soal kemampuan literasi sains, skala sikap, lembar angket, format wawancara, lembar observasi keterlaksanaan pembelajaran, dan lembar observasi aktivitas siswa. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran IPA terpadu dengan model *guided discovery* dan *problem based learning* sudah sesuai dengan yang direncanakan. Peningkatan kemampuan literasi sains antara kelas yang memperoleh pembelajaran IPA terpadu model *guided discovery* dengan kelas yang memperoleh pembelajaran IPA terpadu model *problem based learning* tidak berbeda secara signifikan. Pembelajaran IPA terpadu dengan model *guided discovery* dapat meningkatkan kemampuan literasi siswa aspek konten dan proses sains dengan nilai *gain* 0,37 (kategori sedang) serta sikap sains dengan nilai *gain* 0,47 (kategori sedang). Sedangkan pembelajaran IPA terpadu dengan model *problem based learning* dapat meningkatkan kemampuan literasi sains aspek konten dan proses sains dengan nilai *gain* 0,41 (kategori sedang) serta sikap sains dengan nilai *gain* 0,48 (kategori sedang). Guru dan siswa menanggapi positif terhadap implementasi pembelajaran IPA terpadu dengan model *guided discovery* dan *problem based learning*. Dengan demikian dapat disimpulkan bahwa pembelajaran IPA terpadu dengan model *guided discovery* dan *problem based learning* dapat digunakan untuk meningkatkan kemampuan literasi sains siswa.

Kata kunci: *pembelajaran IPA terpadu, guided discovery, problem based learning, literasi sains*

**IMPLEMENTATION INTEGRATED SCIENCE LEARNING
THEMED FLUID WITH GUIDED DISCOVERY
AND PROBLEM BASED LEARNING MODELS TO INCREASE
STUDENT'S SCIENCE LITERACY IN JUNIOR HIGH SCHOOL**

ABSTRACT

The purpose of this study was to implement integrated science learning with guided discovery and problem based learning models to increase students science literacy. The subjects were students of SMP in Bandung City Grade VIII. This study used a quasi-experimental design with a non randomized group pretest-posttest static design. Data was collected using a test of science literacy, attitude scales, sheet questionnaire, interview format, feasibility study observation sheet, and student activity sheets. The results showed that the feasibility study with the integrated science with guided discovery and problem based learning models was been implemented and it was planned. Increasing science literacy between the class who taught integrated science learning with guided discovery and problem based learning models was not different significantly. Integrated science learning with guided discovery models can improve student's literacy aspects of science content and process with gain value 0.37 (medium category) and science attitude with gain value 0.47 (medium category). Meanwhile the integrated science learning with problem based learning models can improve student literacy aspects of science content and process with gain value 0.41 (medium category) and science attitude with gain value of 0.48 (medium category). Teachers and students show positive respond for implementation of an integrated science learning with guided discovery and problem based learning models. It can be concluded that integrated science learning with guided discovery and problem based learning models can be use to increase student's science literacy.

Keyword: *integrated science learning, guided discovery, problem based learning, science literacy*

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