ANALISIS PROFIL PERTANYAAN KETERAMPILAN BERPIKIR KRITIS DALAM BUKU IPA PADA KONSEP-KONSEP BIOLOGI KELAS IX PADA KURIKULUM MERDEKA

SKRIPSI

diajukan untuk memenuhi sebagian syarat dalam memperoleh gelar Sarjana Pendidikan

oleh

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UNIVERSITAS PENDIDIKAN INDONESIA

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ABSTRAK

Penelitian ini menganalisis profil pertanyaan keterampilan berpikir kritis dalam buku IPA kelas IX pada konsep-konsep Biologi berdasarkan kurikulum Merdeka. Tujuan penelitian adalah untuk menentukan persentase kemunculan berbagai jenis pertanyaan berpikir kritis menurut teori Facione dan memberikan contoh konkret dari pertanyaan-pertanyaan tersebut dalam buku pelajaran. Penelitian dilatarbelakangi oleh pentingnya keterampilan berpikir kritis dalam dunia pendidikan dan kehidupan pribadi seseorang, di mana keterampilan ini esensial untuk membantu siswa memahami, menilai, dan menyelidiki konsep-konsep biologi secara lebih mendalam. Buku sebagai sumber pelajaran utama, berpeluang besar dalam mengembangkan keterampilan berpikir kritis melalui latihan pertanyaan. Pendekatan yang digunakan adalah kuantitatif dengan metode deskriptif, menggunakan teknik analisis isi untuk mengeksplorasi profil pertanyaan. Dalam penelitian ini, *codebook* digunakan sebagai instrumen utama, digunakan untuk menganalisis dan melabeli pertanyaan yang terdapat dalam buku. Hasil penelitian menunjukkan bahwa aspek pertanyaan inferensi paling dominan dengan persentase 32%, disusul oleh interpretasi (24%), eksplanasi (17%), analisis (14%), regulasi diri (10%), dan evaluasi (3%). Temuan ini mengindikasikan adanya ketidakseimbangan dalam pengembangan pertanyaan berpikir kritis, di mana aspek evaluasi, yang penting dalam penilaian, sangat jarang muncul. Contoh pertanyaan evaluasi seperti “mengapa kalian kesulitan membaca warna?, melatih siswa menilai tingkat keyakinan dari pengalamannya dalam melakukan uji efek Stroop. Implikasi dari hasil ini menunjukkan perlunya revisi dalam penyusunan pertanyaan agar lebih seimbang dalam mendukung pengembangan berbagai aspek keterampilan berpikir kritis, maupun tambahan sumplemen pertanyaan dari guru guna memperkuat kemampuan siswa dalam berpikir kritis secara komprehensif.

Kata kunci: keterampilan berpikir kritis, buku teks IPA, konsep-konsep biologi

ABSTRACT

This study analyzes the profile of critical thinking questions in ninth-grade science textbooks focusing on biology concepts based on the Merdeka Curriculum. The research aims to determine the percentage of occurrence of various types of critical thinking questions according to Facione's theory and provide concrete examples of these questions in the textbook. The study is motivated by the importance of critical thinking skills in both education and personal life, as these skills are essential for helping students understand, assess, and investigate biological concepts more deeply. Textbooks as the main source of learning, mean that they have the opportunity to develop critical thinking skills through practice questions. The approach used is quantitative with a descriptive method, utilizing content analysis techniques to explore the profile of questions. In this study, a codebook was used as the main instrument to analyze and label the questions found in the textbook. The results show that inference questions are the most dominant, with a percentage of 32%, followed by interpretation (24%), explanation (17%), analysis (14%), self-regulation (10%), and evaluation (3%). These findings indicate an imbalance in the creation of critical thinking questions, where the evaluation aspect, crucial for assessment, rarely appears. An example of an evaluation question, such as "Why did you have difficulty reading the colors?" helps students assess their confidence level in conducting the Stroop effect test. The implications of these results suggest the need to revise the formulation of questions to be more balanced in supporting the development of various aspects of critical thinking skills, as well as adding supplementary questions from teachers to strengthen students' critical thinking abilities comprehensively.

Keywords: critical thinking skills, biology concepts, science textbooks

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