

ABSTRAK

Penelitian yang berjudul “Keterampilan dan Sikap Ilmiah Siswa SMP Setelah Penerapan Pendekatan Lingkungan dalam Pembelajaran Konsep Ekosistem” ini bertujuan untuk mengungkapkan keterampilan dan sikap ilmiah siswa SMP kelas VII dalam pembelajaran konsep pencemaran air setelah penerapan pendekatan lingkungan. Subjek penelitian ini diambil dengan teknik *random sampling* yang dilakukan pada siswa kelas VII di salah satu SMP Negeri di Kabupaten Bandung Barat tahun ajaran 2013/2014. Komponen yang diteliti dan diamati adalah keterampilan dan sikap ilmiah siswa. Keterampilan ilmiah siswa dijangar melalui tes keterampilan ilmiah berupa soal pilihan ganda dan didukung dengan penilaian kinerja siswa selama pembelajaran. Sikap ilmiah siswa dijangar melalui penilaian observasi oleh guru pada saat pembelajaran berlangsung dan oleh siswa setelah pembelajaran dengan mengisi daftar cek. Analisis data dilakukan dengan perhitungan *N-gain* hasil *pretest*, *posttest* dan capaian tiap indikator, rekapitulasi hasil lembar observasi, triangulasi sumber (guru, *self-assessment*, *peer-assessment*) dan rekapitulasi angket siswa. Terdapat peningkatan keterampilan ilmiah setelah penerapan pendekatan lingkungan dengan nilai rata-rata *N-gain* sebesar 0,3 dan termasuk ke dalam kategori sedang (Hake, 1999). Siswa memperoleh kategori penilaian sangat baik dan baik dalam penilaian sikap ilmiah setelah penerapan pendekatan lingkungan.

Kata Kunci: Keterampilan Ilmiah, Sikap Ilmiah, Pendekatan Lingkungan, Ekosistem

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ABSTRACT

This study entitled “Junior High School Students’ Scientific Skills and Attitude after An environmental Approach application in learning an ecosystem concept” aims to reveal seventh-graders’ scientific skills and attitude in learning water pollution after an environmental approach application. The subjects of this study were collected by employing a random sampling method in a seventh grade of a junior high school located in a West Bandung district in 2013/2014 school year. Components examined and observed were students’ scientific skills and attitude. The students’ scientific skills were drawn by a scientific skill test that involves multiple choice questions and were supported by the assessment of students’ performance during the learning process. Meanwhile, the students’ scientific attitude was drawn by the teacher’s observation assessment during the learning process and by the students’ check lists after the learning process. The data of this study were analyzed by N-gain calculations of pretest, posttest, and achievements of each indicator, the recapitulation of the observation sheets result, source triangulation (the teacher, self-assessment, peer-assessment) and the recapitulation of the students’ questionnaire. The results show that there is scientific skills enhancement after an environmental approach application with 0,3 N-gain average value that is involved as a middle category (Hake, 1999). The students obtain advance and intermediate assessment categories in the scientific attitude assessment after the environmental approach application.

Key words: scientific skills, scientific attitude, an environmental approach, ecosystems

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