

**PENGARUH PEMBELAJARAN *INQUIRY LESSON* TERHADAP
PENINGKATAN KEMAMPUAN LITERASI SAINS DAN SIKAP ILMIAH
SISWA SMP PADA MATERI EKOSISTEM**

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi peningkatan kemampuan literasi sains dan sikap ilmiah siswa SMP melalui pembelajaran *inquiry lesson*. Penelitian ini merupakan penelitian *Quasy experimental* dengan rancangan *Nonrandomized control group, pretest-posttest design*. Penentuan sampel dilakukan secara *purposive sampling*. Data penelitian diperoleh melalui *pretest* dan *posttest*, serta lembar observasi. Hasil penelitian menunjukkan bahwa pembelajaran *inquiry lesson* yang diterapkan di kelas eksperimen memberikan pengaruh terhadap peningkatan kemampuan literasi sains dan sikap ilmiah siswa. Hal tersebut dapat dilihat dari rata-rata indeks *gain* kemampuan literasi sains di kelas eksperimen adalah 0,32 (sedang) dan di kelas kontrol 0,02 (rendah). Rata-rata indeks *gain* sikap ilmiah di kelas eksperimen adalah 0,17 dan di kelas kontrol 0,05. Rata-rata indeks *gain* sikap ilmiah di kedua kelas termasuk pada kategori rendah, meskipun demikian rata-rata indeks *gain* di kelas eksperimen lebih tinggi apabila dibandingkan dengan rata-rata indeks *gain* di kelas kontrol.

Kata kunci : *Inquiry Lesson*, kemampuan literasi sains, sikap ilmiah

THE EFFECT OF INQUIRY LESSON TOWARD INCREASE SCIENTIFIC LITERACY AND SCIENTIFIC ATTITUDE OF JUNIOR HIGH SCHOOL STUDENTS IN ECOSYSTEM CONCEPT

ABSTRACT

This study was conducted to examine the effect of inquiry lesson toward increase student's scientific literacy and scientific attitude at junior high school. A quasy experimental research design of Nonrandomized Control Group, Pretest-Posttest was adopted with purposive sampling. Data was collected in this study through pretest, posttest, and observation sheet. The result showed that there were significantly differences in student's scientific literacy between experimental group and control group. N-gain of scientific literacy in experimental group was 0,32 (moderate) and in control group was 0,02 (low), whereas N-gain of scientific attitude in experimental group was 0,17 (low) and control group was 0,05 (low). N-gain of scientific attitude in both groups was low, nevertheless N-gain in experimental group was higher than N-gain in control group. Thus this study indicated that inquiry lesson is able to increase junior high school student's scientific literacy and scientific attitude.

keywords : Inquiry lesson, scientific literacy, scientific attitude.

