THE EFFECT OF DISCOVERY LEARNING TOWARD SCIENCE LITERACY AND SCIENTIFIC ATTITUDE OF JUNIOR HIGH SCHOOL IN ECOSYSTEM CONCEPT

ABSTRACT

This study aims to identify differences science literacy and scientific attitude of junior high school through discovery learning in ecosystem concept. The study was done on grade VII at junior high school Kartika XIX-2 Bandung. The method used a quasy experiment. The instrument used a prestest and posttest for science literacy with PISA 2006 indicator and scientific attitude with a combined indicator of PISA 2006 and SAI II, as well as the observation sheet for feasibility syntax of discovery learning. Data processing includes scoring, tabulation, test prerequisites, test hypotheses, and interpretation of the results of scientific attitude questionnaire. The results were showed significant differences in average value of science literacy in experimental class before and after discovery learning applied compared to control class before and after applied of conventional learning. Scientific attitude test results showed a significant difference between the control class and the experimental class. Experimental class increased 10% while the control class increased only 5%. Feasibility the syntax discovery learning was satisfactory from the stages of observation, manipulation, generalization, verification, and application. Hopefully, further research can pay attention to condition factor of students, execution time, and readiness of teachers about discovery learning.

Key words : *discovery learning, scientific literacy, scientific attitude.*

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

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi perbedaan peningkatan kemampuan literasi sains dan sikap ilmiah siswa SMP melalui pembelajaran *discovery learning* pada konsep ekosistem. Penelitian ini dilakukan pada siswa kelas VII SMP Kartika XIX-2 Bandung. Metode yang digunakan adalah metode *quasy* eksperimen. Instrumen yang digunakan berupa soal *pretest* dan *posttest* untuk kemampuan literasi sains dengan indikator PISA 2006 dan sikap ilmiah siswa dengan indikator gabungan dari PISA 2006 & SAI II, serta lembar observasi keterlaksanaan sintaks pembelajaran *discovery learning*. Pengolahan data meliputi pemberian skor, tabulasi, uji prasyarat, uji hipotesis, dan interpretasi hasil kuisioner sikap ilmiah. Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan nilai rata-rata kemampuan literasi sains pada kelas eksperimen sebelum dan setelah diterapkan pembelajaran *discovery learning* dibandingkan dengan kelas kontrol sebelum dan setelah menggunakan pembelajaran konvensional. Hasil uji sikap ilmiah menunjukkan perbedaan yang signifikan antara kelas kontrol dan kelas eksperimen. Kelas eksperimen mengalami peningkatan 10% sedangkan kelas kontrol hanya mengalami peningkatan 5%. Keterlaksanaan tahapan sintaks pembelajaran *discovery learning* cukup memuaskan dari tahapan *observation, manipulation, generalization, verification,* dan *application*. Diharapkan peneliti selanjutnya dapat memperhatikan faktor kondisi siswa, waktu pelaksanaan, dan kesiapan guru tentang pembelajaran *discovery learning*.

Kata kunci : pembelajaran *discovery learning*, literasi sains, sikap ilmiah.