

**ANALISIS LITERASI SAINS PADA BUKU PEGANGAN GURU TEMA 2
SELALU BERHEMAT ENERGI KELAS 4 SD KURIKULUM 2013**
(Studi Analisis Deskriptif Buku Guru Tema 2 Selalu Berhemat Energi)

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ABSTRAK

Literasi sains sangat penting untuk meningkatkan pemahaman guru dan peserta didik tentang pengetahuan ilmiah, hakekat sains, peranan sains, penghargaan terhadap peranan sains serta kemampuan menggunakan metode dan keterampilan ilmiah dalam kehidupan sehari-hari. Salah satu upaya untuk meningkatkan kemampuan literasi sains melalui identifikasi buku pegangan guru. Penelitian ini menyajikan aspek literasi sains pada buku pegangan guru tema 2 selalu berhemat energi kelas 4 SD kurikulum 2013. Aspek literasi sains pada penelitian ini meliputi sains sebagai batang tubuh ilmu pengetahuan (*science as a body of knowledge*), sains sebagai jalan menyelidiki (*science as the way of investigating*), sains sebagai cara untuk berpikir (*science as the way of thinking*), dan interaksi sains teknologi dan masyarakat (*the interaction among science technology and society*) pada buku pegangan guru kelas 4 SD tema 2 selalu berhemat energi kurikulum 2013. Jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif, dengan mengumpulkan data berupa studi dokumentasi. Analisis dilakukan dengan menggunakan instrumen yang diadopsi dari hasil penelitian Chiapetta, Sethna dan Filman dalam Padayache (2012). Satu buah buku secara utuh telah diidentifikasi dan menghasilkan penyajian literasi sains yang berbeda, yaitu: 66,3% (aspek pengetahuan sains); 19,7% (aspek sains sebagai cara menyelidiki); 8,4% (aspek sains sebagai cara berpikir); dan 5,6% (aspek interaksi sains, teknologi dan masyarakat). Adapun aspek pengetahuan sains selalu disajikan dengan proporsi terbesar sedangkan aspek interaksi sains, teknologi dan masyarakat menunjukkan proporsi yang paling sedikit.

Kata kunci : literasi sains, aspek literasi sains, buku pegangan guru kurikulum 2013.

**ANALYSIS OF HAND BOOK ON SCIENCE LITERACY TEACHER THEME 2
ALWAYS SAVE ENERGY CLASS 4 SD CURRICULUM 2013
(Study Descriptive Analysis Handbook Teacher Theme 2 Always Frugality Energy)**

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ABSTRACT

Scientific literacy is essential to improve the understanding of teachers and learners of scientific knowledge, the nature of science, the role of science, an appreciation of the role of science as well as the ability to use scientific methods and skills in everyday life. One effort to improve science literacy through identification teacher handbook. This study presents the aspect of scientific literacy in the teachers' handbook 2 always save energy theme 4th grade curriculum of 2013. Aspects of scientific literacy in the study include science as a body of knowledge (science as a body of knowledge), science as a way to investigate (science as the way of Investigating), science as a way of thinking (science as the way of thinking), and the interaction of science technology and society (the interaction Among science technology) and society) in the textbook teacher 4th grade themes 2 always save energy curriculum in 2013 . This type of research is a descriptive kualitatif study, with the collected data in the form of documentation. Analyses were performed using the instruments adopted from the research Chiapetta, Sethna and Filman in Padayache (2012). One fruit of the book as a whole has been identified and resulted in the presentation of different scientific literacy, ie: 66,3% (aspects of knowledge science); 19,7% (aspects of science as a way to investigate); 8,4% (aspects of science as a way of thinking); and 5,6% (aspects of the interaction of science, technology and society). As for the aspects of scientific knowledge is always presented with the greatest proportion, while aspects of the interaction of science, technology and society shows the proportion of the least.

Keywords: scientific literacy, scientific literacy aspect, teacher curriculum handbooks, 2013.