

ANALISIS KETERAMPILAN BERPIKIR DASAR DAN KOMPLEKS DALAM BUKU IPA SMP KURIKULUM 2013 DAN IMPLEMENTASINYA

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ABSTRAK

Abad ke-21 menuntut sumber daya manusia yang berkualitas sehingga mampu bersaing dalam persaingan global. Keterampilan-keterampilan terkait *learning and innovation* pada abad ke-21 yang sangat dibutuhkan saat ini adalah *critical thinking and problem solving, communication, collaboration, serta creativity and innovation* (Trilling dan Fadel, 2009). Penelitian ini bertujuan untuk menganalisis kemunculan indikator keterampilan dasar dan kompleks dalam buku IPA SMP yang menerapkan Kurikulum 2013 serta implementasinya dalam pembelajaran. Studi dilakukan di kelas VII SMP salah satu sekolah piloting Kurikulum 2013 di kota Bandung dengan metode deskriptif. Sebanyak dua guru IPA dan 74 orang siswa dari dua kelas terlibat sebagai subjek penelitian. Rubrik analisis buku teks IPA, lembar observasi implementasi keterampilan berpikir dasar dan kompleks dalam aktivitas belajar siswa, serta soal yang disusun berdasarkan indikator keterampilan berpikir dasar dan kompleks digunakan sebagai instrumen. Indikator keterampilan berpikir dasar yang dianalisis ada lima meliputi penyebab (*causation*), transformasi, hubungan (*relationships*), klasifikasi, dan kualifikasi. Keterampilan berpikir kompleks yang dianalisis adalah keterampilan berpikir kritis dan kreatif. Indikator keterampilan berpikir kritis yang diukur ada lima yaitu memberi penjelasan sederhana terhadap masalah (*elementary clarification*), mengumpulkan informasi dasar (*basic information*), menyimpulkan (*inferences*), memberikan penjelasan lebih lanjut (*advanced clarification*), serta mengatur strategi dan taktik (*strategy and tactics*). Indikator keterampilan berpikir kreatif yang diukur ada lima yaitu *fluency, flexibility, originality, elaboration, dan sensitivity*. Hasil penelitian menunjukkan prosentase total kemunculan indikator keterampilan berpikir dasar dengan kategori kurang (58.99%). Prosentase total kemunculan indikator keterampilan berpikir kompleks dengan kategori kurang (51.27%). Prosentase secara keseluruhan kemunculan indikator keterampilan berpikir dengan kategori kurang (55.13%). Hasil penelitian ini dapat menjadi masukan dalam rangka perbaikan mutu buku teks siswa dan pembelajaran IPA di SMP.

Kata Kunci : *Kurikulum 2013, Buku IPA, Keterampilan Berpikir Dasar, Keterampilan Berpikir Kritis, Keterampilan Berpikir Kreatif, Implementasi*

The 21st century demands of quality human resources so as to compete in the global competition. Skills related to learning and innovation in the 21st century that is needed now is critical thinking and problem solving, communication, collaboration, and creativity and innovation (Trilling and Fadel, 2009). This study aims to analyze the emergence of indicators of basic and complex skills in junior high school science textbooks that implement Curriculum 2013 and its implementation in learning. Studies done in class VII one piloting school curriculum in 2013 in the city of Bandung with qualitative methods. A total of two science teachers and 74 students from two classes involved as research subjects. Rubric analysis textbook science, observation sheet implementation of basic and complex thinking skills in students learning activities, as well as the matter of which is based on indicators of basic and complex thinking skills are used as instruments. Basic thinking skills indicators that are analyzed are five covers causes (causation), transformations, relationships (relationships), classification and qualification. Complex thinking skills that are analyzed are critical and creative thinking skills. Indicators of critical thinking skills that are measured are five which gives a simple explanation of the problem (elementary clarification), to collect basic information (basic information), concluded (inferences), provide further explanation (advanced clarification), and set the strategies and tactics (strategy and tactics). Indicators creative thinking skills measured are five ie fluency, flexibility, originality, elaboration, and sensitivity. The results show the percentage of total emergence indicator basic thinking skills by 58.99% with less category. Percentage of total emergence of complex thinking skills indicator of 51.27% with less category. Percentage overall appearance indicator thinking skills by 55.13% with less category. The results of this study can be input in order to improve the quality of students' textbooks and learning science in junior high.

Keywords: Curriculum, 2013, Science Books, Basic Thinking Skills, Critical Thinking Skills, Creative Thinking Skills, Implementation