

**PENYUSUNAN BAHAN AJAR FISIKA SMP BERORIENTASI
KESEIMBANGAN LITERASI SAINS PADA KONTEKS SUMBER DAYA
ALAM**

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ABSTRAK

Penelitian ini merupakan penelitian pengembangan (*Research and Development*) yang bertujuan untuk menghasilkan produk bahan ajar fisika berorientasi keseimbangan literasi sains pada konteks sumber daya alam bagi siswa SMP. Penelitian ini dilakukan melalui tiga tahap, yakni pendefinisian, perancangan, dan pengembangan bahan ajar. Tahap pendefinisian dilaksanakan di tiga sekolah melalui studi pustaka, tes literasi sains, angket penggunaan buku teks, serta wawancara dengan guru, sehingga dapat diketahui masalah dan potensi serta data-data yang diperlukan. Kedua, tahap perancangan produk. Ketiga, tahap pengembangan produk. Tahap pengembangan produk dilakukan untuk mengetahui penilaian keseimbangan aspek literasi sains, kelayakan isi, kelayakan penyajian, kelayakan bahasa, kelayakan kegrafikaan, keterbacaan bahan ajar, serta tingkat kesukaran bahan ajar. Berdasarkan penilaian 4 orang validator diketahui, bahan ajar secara keseluruhan telah memenuhi kriteria keseimbangan literasi sains; kelayakan isi, kelayakan penyajian, kelayakan bahasa, serta kelayakan kegrafikaan masing-masing dikategorikan “Baik” dengan nilai 3,21; 3,28; 3,23; dan 3,33. Berdasarkan uji rumpang secara luas di tiga SMP di Kota Bandung diketahui materi pada bahan ajar memiliki keterbacaan sebesar 71% dan tergolong tingkat “Independen”. Sedangkan tingkat kesukaran pada seluruh sub-bab dalam bahan ajar tergolong “Mudah”.

Kata-kata kunci : Bahan ajar, SMP, Literasi Sains, Sumber daya alam

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PREPARATION OF TEACHING MATERIALS PHYSIC JUNIOR HIGH SCHOOL ORIENTED BALANCE OF SCIENCE LITERACY IN THE CONTEXT OF NATURAL RESOURCES

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ABSTRACT

This research aims to produce teaching materials physics which oriented balance of scientific literacy in the context of natural resources for junior high school students. This research using research and development method was conducted in three phases, the definition, design and development. Phase defining implemented in three schools through literature, science literacy tests, questioner of using textbooks, and interviews with teachers, so that can know the problems and potential as well as the necessary. Second, the product design. Third, the product development. Product development phase was conducted to determine the balance of aspects science literacy assessment, judgment of the content, judgment of the presentation, judgment of language, and judgment of graphics, legibility of teaching materials, as well as the level of difficulty of teaching materials. Based on score from 4 validators, teaching materials as a whole has the criteria of balance science literacy; appropriateness of content, presentation, languages, and graphics each categorized as "Good" with a value of 3.21; 3.28; 3.23; and 3.33. Based on cloze test broadly in three junior high schools in Bandung known material on teaching materials with legibility by 71% classified as an "independent" level. While the level of difficulty in the whole sub-chapters in teaching materials classified as "easy".

Key words: Teaching Materials, Junior High School, Scientific Literacy, Natural Resources

Nisa Sopia Istiqomah, 2017

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