IMPLEMENTASI PENDEKATAN *SCIENCE ENVIRONMENT TECHNOLOGY AND SOCIETY* (SETS) UNTUK MENINGKATKAN LITERASI SAINS SISWA KELAS V SEKOLAH DASAR

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan literasi sains sains siswa kelas V A pada pembelajaran IPA. Berdasarkan permasalahan tersebut, maka peneliti akan mengatasinya melalui pembelajaran dengan menerapkan pendekatan SETS untuk meningkatkan literasi sains siswa kelas V Sekolah Dasar. Tujuan penelitian ini adalah untuk mendeskripsikan pelaksanaan pembelajaran IPA menggunakan pendekatan SETS dan meningkatkan kemampuan literasi sains siswa. Metode penelitian yang akan digunakan adalah penelitian tindakan kelas dengan mangadaptasi model dari Kemmis dan Taggart yang dilaksanakan dengan 2 siklus. Subjek penelitian adalah siswa kelas V A di salah satu SDN yang bertempat tinggal di Kecematan Sarijadi Kota Bandung dengan fokus penelitian 19 siswa. Teknik pengolahan data yang digunakan adalah menghitung pelaksanaan kegiatan guru dan siswa melalui lembar observasi, peningkatan literasi sains setiap domain (domain kompetensi, domain pengetahuan, domain konteks, dan domain sikap ilmiah), rata-rata kemampuan literasi sains, serta ketuntasan belajar siswa. Kesimpulan secara umum bahwa penggunaan pendekatan SETS dapat meningkatkan literasi sains siswa kelas V sekolah dasar. Secara khusus kesimpulan dari penelitian ini yaitu: (1) pelaksanaan pembelajaran dilakukan dengan sangat baik oleh guru dan siswa. Guru sangat menguasai pembelajaran dan siswa sangat antusias mengikuti pembelajaran. Siswa senang mempelajari IPA, melakukan penyelidikan IPA, dan memiliki kebermaknaan untuk diterapkan di kehidupan sehari-hari. (2) Hasil peningkatan literasi sains siswa pada setiap siklusnya sangat tinggi dengan perolehan pada setiap domainnya yaitu pada pretest sebesar 48,42 (sedang), siklus 1 sebesar 75,78 (sangat tinggi) dan siklus 2 sebesar 87,89 (sangat tinggi).

Kata Kunci: Pendekatan SETS, Kemampuan Literasi Sains

THE IMPLEMENTATION OF SCIENCE ENVIRONMENT TECHNOLOGY AND SOCIETY (SETS) LEARNING APPROACH TO ENHANCE THE 5TH GRADE OF PRIMARY SCHOOL STUDENT'S SCIENCE LITERACY

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ABSTRACT

This research is motivated by the low science literacy ability of students in class V A in science learning. According to that problem, therefore the researcher will overcome it through learning by implementing SETS approach to improve science literacy of elementary students in class V A. The purpose of this research is to describe the implementation of learning by using SETS approach in learning science and to improve student's science literacy. The research method used in this study is classroom action with adopting the model from Kemmis and Taggart, which is conducted by using 2 cycles. The subjects of this research are students from class V A in one of elementary schools in Sarijadi Subdistrict, Bandung City with 19 students as the research focus. The data processing technique used in this research is by counting the implementation of teacher and students activity through observation sheets, science literacy improvement in every domain (competency domain, knowledge domain, contexts domain, and scientific attitude domain), the average science literacy ability, and students' learning mastery. In general, it can be concluded that the use of SETS approach can improve the literacy science of elementary students in class V. Specifically, it can be concluded that: (1) The implementation of science learning by using SETS approach is done very well by the teachers and the students. The teacher really masters the learning and the students are really enthusiastic in following the learning. The students like to learn science, to do science investigation, and to have a meaningful learning to be implemented in daily life. (2) The results of students' science literacy improvement in every cycle is very high with the gain of every domain is as followed: the pre-test result is 48,42 (medium), cycle 1 is 75,78 (very high), and cycle 2 is 87,89 (very high).

Keywords: SETS approach, science literacy ability