

PROFIL PEMAHAMAN INKUIRI ILMIAH SISWA SMA DAN HUBUNGANNYA DENGAN PROSES PEMBELAJARAN BIOLOGI, SUMBER YANG DIGUNAKAN SERTA PEMAHAMAN GURU

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan profil pemahaman inkuiiri ilmiah siswa SMA dan hubungannya dengan proses pembelajaran biologi, sumber yang digunakan serta pemahaman guru tentang inkuiiri ilmiah. Penelitian ini menggunakan metode deskriptif dan melibatkan empat orang guru, 39 siswa kelas X dan 32 siswa kelas XI. Instrumen yang digunakan dalam penelitian ini terdiri dari beberapa instrumen diantaranya kuesioner VASI (*Views About Scientific Inquiry*) untuk menjaring pemahaman inkuiiri ilmiah, rubrik penilaian RPP, format pengamatan pembelajaran berbasis inkuiiri ilmiah, dan tabel kemunculan aspek inkuiiri ilmiah pada sumber belajar (buku teks dan lembar kerja siswa). Pengambilan sampel pada buku teks menggunakan teknik *multistage sampling*. Hasil analisis menunjukkan bahwa pemahaman siswa SMA masih tergolong kategori *naïve* pada beberapa aspek inkuiiri ilmiah. Kelompok responden siswa belum memahami tentang bukti ilmiah, alasan memilih prosedur dan hubungan antara data yang ditemukan dengan penelitian sebelumnya. Begitu pula dengan kelompok responden guru masih memiliki pemahaman yang kurang pada aspek hubungan antara pertanyaan, prosedur dan kesimpulan serta hubungan antara data yang ditemukan dengan penelitian sebelumnya. Berdasarkan analisis buku teks yang digunakan oleh siswa secara keseluruhan buku teks hanya memuat beberapa aspek inkuiiri ilmiah, sedangkan hasil analisis LKS secara keseluruhan telah memuat aspek inkuiiri ilmiah tetapi persentase kemunculannya masih dibawah 40%. Berdasarkan hasil temuan penelitian, diduga ada keterkaitan antara pemahaman guru, proses pembelajaran dan sumber belajar yang digunakan oleh siswa dengan pemahaman siswa tentang inkuiiri ilmiah

Kata Kunci: Inkuiiri Ilmiah, analisis buku teks, analisis lembar kerja siswa

**PROFILE OF HIGH SCHOOL STUDENTS' UNDERSTANDING OF
SCIENTIFIC INQUIRY ON LINKING WITH THE BIOLOGY LEARNING
PROCESS, LEARNING SOURCES USED AND TEACHERS' UNDERSTANDING**

ABSTRACT

The purposes of this study are to describe the profile of scientific inquiry of high school students and their relation to the biology learning process, the learning sources used and the teacher's understanding of scientific inquiry. This research used descriptive method and involves four teachers, 39 high school students of class X and 32 high school students of class XI. The instruments in this study consisted of VASI Questionnaire (Views About Scientific Inquiry) to reveal scientific inquiry understanding, rubrics of RPP assessment, observation format of scientific inquiry-based instruction, and the appearance of scientific inquiry in learning sources (textbooks and student worksheets) used by students. Sampling of textbook using multistage sampling technique. The results of the analysis show that the understanding of high school students is still categorized as "naïve" in some aspect of scientific inquiry. Student groups have not yet understood the scientific evidence, the reasons for choosing the procedure and the relationship between the data found with previous research. Likewise, the group of respondents teacher still have lack of understanding on aspect of the relationship between questions, procedures and conclusions and the relationship between the data found with previous research. Based on the analysis of textbooks used by students, overall show that the textbooks contains only a few aspects of scientific inquiry, while the analysis results of worksheet mainly has contain aspects of scientific inquiry but the percentage of emergence is still below 40%. Based on the findings of the research, it is suspected that there are a link between teacher understanding, learning process and learning sources used by students with students' understanding of scientific inquiry.

Keywords: *Scientific Inquiry, textbook analysis, analysis of student worksheets*