PELATIHAN TIPE SCAFFOLDING UNTUK GURU DALAM PENGEMBANGAN LKS PRAKTIKUM INKUIRI TERBIMBING PADA MATERI LAJU REAKSI UNTUK MENINGKATKAN LITERASI SAINS SISWA

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ABSTRAK

Penelitian bertujuan mengukur efektivitas pelatihan tipe scaffolding untuk guru-guru dalam meningkatkan kemampuan pembuatan LKS praktikum inkuiri terbimbing untuk peningkatan literasi sains siswa. Pelatihan melibatkan guru di MGMP Kimia Kabupaten Karawang sebanyak 26 orang. Menggunakan desain pra eksperimen dengan rancangan *One Shot Case Study Design,* penyebaran angket untuk melihat tanggapan guru terhadap pelatihan. Bentuk *scaffolding* yang diberikan pada pelatihan ini bergantung pada hasil *pretest* peserta. Tanggapan guru terhadap pelatihan didapatkan kriteria kuat (29%) dan sangat kuat (71%), dengan rata-rata 83 (Sangat Kuat). Analisis terhadap nilai *pretest* dan *posttest* pemahaman guru dalam merancang LKS praktikum inkuiri terbimbing terjadi peningkatan. N-gain rata-rata peserta pelatihan sebesar 0,71 dengan kategori sedang. Aspek menganalisis kurikulum mempunyai nilai N-gain terkecil sedangkan aspek menyusun pertanyaan pengarah dan aspek menyajikan data percobaan dalam bentuk tabel/grafik mengalami peningkatan tertinggi. Peningkatan literasi sains siswa pada aspek merumuskan hipotesis percobaan dan peningkatan terendah pada aspek membuat kesimpulan.

Kata Kunci : Inkuiri terbimbing, LKS, literasi sains, pelatihan, Scaffolding

TRAINING OF SCAFFOLDING TYPE FOR TEACHER IN THE DEVELOPMENT OF GUIDED INQUIRY PRACTICAL WORKSHEET ON RATE OF REACTION TO INCREASE STUDENTS' SCIENTIFIC LITERACY

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ABSTRACT

The research aims to measure the effectiveness of scaffolding type training for teachers in improving the ability to produce guided inquiry practice worksheets to improve students' scientific literacy. The training involved 26 teachers in MGMP (Professional Teachers Community) Chemistry, Karawang Regency. Using a pre-experimental design with the design of the One Shot Case Study Design, questionnaire to see the teacher's response to the training. The form of scaffolding given in this training depends on the results of the participant's pretest

The teacher's response to the training was found to be strong (29%) and very strong (71%), with an average of 83 (Very Strong). Analysis of the pretest and posttest values of teacher's understanding in designing guided inquiry worksheets increased. The average N-gain of training participants is 0.71 in the medium category. The aspect of analyzing the curriculum has the smallest N-gain value while the aspects of arranging the steering questions and aspects of presenting experimental data in the form of tables / graphs have the highest increase. Increased scientific literacy of students in the aspect of formulating the experimental hypothesis and the lowest increase in the aspect of making conclusions.

Keywords: guided inquiry, Practical worksheet, rate of reaction, scaffolding, scientific literacy, training