

ABSTRAK

Penelitian ini didasari pada permasalahan pembelajaran kimia yang hanya menekankan konsep, penilaian pada aspek kognitif saja tanpa ada keterkaitan dengan kehidupan nyata seperti fenomena ketidakstabilan *Mayonaise*. Penelitian ini bertujuan agar siswa mampu memiliki keterampilan pemecahan masalah dan mendorong merefleksikan pengetahuannya dalam kehidupan. Penelitian ini merupakan penelitian *evaluatif*. Subyek dalam penelitian ini adalah 29 siswa kelas XII di salah satu SMA Negeri Kota Bandung. Instrumen penelitian yakni Format Penilaian Performa Guru dalam merencanakan dan melaksanakan pembelajaran yang telah diadaptasi dengan menyisipkan aspek penting dari *problem solving* tipe Leonard, Format Penilaian Performa Siswa (Format Penilaian LKS, lembar observasi sikap dan lembar penilaian uji kinerja siswa) dan butir soal tes tentang keterampilan pemecahan masalah *real life* terkait konteks penstabilan emulsi yang mengikuti *problem solving* tipe Leonard. Hasil penelitian menunjukkan bahwa pembelajaran *problem solving* tipe Leonard ditinjau dari performa guru dikategorikan sangat baik (95%). Ditinjau dari performa siswa pada proses penelusuran konsep awal dikategorikan baik (66%), identifikasi dan pengelompokkan konsep dikategorikan sangat baik (79%), pengembangan kemampuan analisis dan bernalar dikategorikan baik (68%), pengembangan kemampuan pemecahan masalah dikategorikan baik (59%) dan penstrukturan pengetahuan dalam ingatan sebesar dikategorikan cukup (42%), sikap siswa dikategorikan baik (72%) dan kinerja siswa dikategorikan cukup (44%). Kemampuan siswa dalam memecahkan masalah *real life* mengalami peningkatan dengan kategori sedang (*N-gain* sebesar 0,3).

Kata kunci: *Problem Solving*, tipe Leonard, *Mayonaise*

ABSTRACT

This research is based on chemistry learning set of problems which focus on the concept, assessment on cognitive aspects only without any connection with the real life application such as Mayonnaise instability phenomenon. This research aims to enable students to be able to have problem solving skills and knowledge are encouraged to reflect on life. This research is a evaluative research. The subjects in this research were 29 students of third grade senior high school at one of SMAN in Bandung. Research instrument which is Teacher Performance Assessment Form in planning and executing learning that has adapted by inserting important aspect of problem solving type Leonard, Student Performace Assessment Form (worksheet assessment form, attitude observation sheet and student performance test assessment) and test point regarding real life problem solving skills related to emulsion stabilization context which follows problem solving type Leonard. The results showed that the feasibility of Leonard type's problem solving learning categorized in terms of the teachers are very good (95 %). Judging from the students at the beginning of the concept of well categorized search (65 %), identification and grouping of concepts considered very good (81 %), development of analytical skills and reasoning are categorized either (68 %), the development of problem solving skills are categorized either (62 %) and the structuring of knowledge in memory for categorized fairly (42 %), student's attitudes categorized either (64 %) and performance of students categorized fairly (44 %). The ability of students to solve problems based on the results of the pretest and posttest categorized less (N-Gain is 0.3).

Keywords: Problem Solving, type Leonard, Mayonnaise