

ABSTRAK

Penelitian tentang “Desain Pembelajaran Kimia Bermuatan Nilai pada Topik Hukum-hukum Dasar Kimia” bertujuan untuk mengetahui karakteristik desain pembelajaran bermuatan nilai pada topik hukum-hukum dasar kimia dan mengetahui nilai-nilai yang dapat ditanamkan dari topik hukum-hukum dasar kimia. Metode penelitian yang digunakan adalah metode deskriptif dengan instrument berupa format kesesuaian desain pembelajaran kimia bermuatan nilai dengan acuan dan lembar validasi. Validasi dilakukan oleh 7 orang ahli, terdiri dari 4 orang dosen dan 3 orang guru kimia. Hasil analisis data diketahui karakteristik desain pembelajaran kimia bermuatan nilai terdiri dari tujuan/kompetensi bermuatan nilai yang menekankan pencapaian afektif. Materi bermuatan nilai ditanamkan nilai terbuka, cinta tanah air, religius, dan kreatif. Strategi bermuatan nilai menggunakan model pembelajaran kooperatif inkuiiri (inkuiiri terbimbing), pendekatan *scientific*, metode praktikum dan diskusi, kegiatan pembelajaran mengikuti langkah pola 5M dan berpusat pada peserta didik, sumber belajar berupa buku kimia, media pembelajaran berupa Lembar Kerja Siswa (LKS) serta alat dan bahan percobaan. Evaluasi bermuatan nilai terdiri dari instrumen tes tertulis, lembar observasi guru, lembar penilaian diri, dan lembar penilaian teman sejawat. Nilai-nilai yang dapat ditanamkan dari hukum kekekalan massa yaitu nilai terbuka, dari hukum perbandingan tetap yaitu nilai cinta tanah air dan religius, dari hukum perbandingan berganda yaitu nilai kreatif dan religius.

Kata kunci: desain pembelajaran, pendidikan nilai, hukum-hukum dasar kimia.

ABSTRACT

This research is about "Value Contained Instructional Design of Chemistry on Basic Laws of Chemistry Topic" aims to determine the characteristics of value contained instructional design of chemistry on basic laws of chemistry topic and to know the values that can be instilled on basic laws of chemistry topic. The method used is descriptive method with instruments such as the format of conformance instructional design with the reference and validation sheet. Validation is done by 7 experts, consisting of 4 lecturers and 3 chemistry teachers. The results of data analysis known chemical characteristics of instructional design consists of value contained objectives/competencies that emphasize the affective achievement. On value contained material, values instilled are open, patriotic, religious, and creative. Value contained strategy using cooperative inquiry as instructional model (guided inquiry), scientific approaches, using experiment and discussion as instructional methods, learning activities follow the pattern of 5M and student-centered, instructional resources such as chemistry books, instructional media such as Student Worksheet and experimental tools and materials. Value contained evaluation consisting of a written test instruments, teacher's observationsheets, self-assessment sheet, and peer assessment sheet. The values that can be instilled from the law of conservation of mass is openness, from which the value of comparative law remain patriotic and religious, from multiple comparative law is creative and religious values.

Keywords : instructional design, educational value, basic laws of chemistry.

