

**THE ANALYSIS OF SCIENCE PROCESS SKILLS ON SCIENCE
WORKSHEET FOR JUNIOR HIGH SCHOOL**

RESEARCH PAPER

Submitted as Requirement to Obtain of *Sarjana Pendidikan* in International
Program on Science Education (IPSE) Study Program



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Ifa Fauziah, 2021

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Skripsi ini diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana
Pendidikan pada Program Studi International Program on Science Education
(IPSE) Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam

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ABSTRACT

Readiness to face 21st century skill and PISA rank have become a serious challenge for students in Indonesia. To prepare the students in facing those challenges, adapting science process skills-based learning in science class can be considered as one of the ways to achieve the goal. Descriptive method is used in this study. The objective of adapting descriptive method is to profile the occurrence of science process skills indicator on science worksheet in its actual condition without any treatment given. Science worksheet analysis table is the instrument used in this research to analyse the occurrence of science process skills on science worksheet for junior high school. CVR (Content Validity Ratio) is used to test the validity and reliability of the instrument. To validate the result of data analysis, interrater agreement is implemented where three raters are involved. Observation and result-obtaining skill become the most frequent indicator appeared in science worksheet while conducting experiment and hypothesizing become the least indicator present in the worksheet. In conclusion, the result of the worksheet analysis shows that the indicators occurrence of science process skills is not evenly distributed in three grades. Further study on science process skills on junior high school in Indonesia is needed to enrich the information and diversity of data.

Keywords: *Science Process Skills, Science Worksheet, Basic Science Process Skills, Integrated Science Process Skills*

ANALISIS KETERAMPILAN PROSES SAINS PADA LEMBAR KERJA PESERTA DIDIK SEKOLAH MENENGAH PERTAMA

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ABSTRAK

Kesiapan dalam menghadapi keterampilan abad 21 dan peringkat dalam PISA (*Programme for International Student Assessment*) menjadi tantangan yang serius bagi siswa-siswi Indonesia. Untuk mempersiapkan para siswa dalam menghadapi tantangan tersebut, menerapkan pembelajaran berbasis keterampilan proses sains (KPS) dalam kelas dapat dijadikan sebagai salah satu cara untuk mencapai tujuan tersebut. Metode deskriptif digunakan dalam penelitian ini. Tujuan dari digunakannya metode deskriptif adalah untuk menggambarkan serta mendeskripsikan kemunculan dari indikator keterampilan proses sains pada lembar kerja peserta didik di mata pelajaran Ilmu Pengetahuan Alam. Instrumen yang digunakan pada studi ini adalah tabel analisis lembar kerja peserta didik di mana kemunculan indikator KPS dianalisa. Validitas dan reabilitas instrument diuji dengan menggunakan CVR (*Content Validity Ratio*). Kesepakatan antar penilai (*Interrater agreement*) yang melibatkan tiga penilai diadaptasi untuk memvalidasi hasil analisis data. Keterampilan mengamati serta keterampilan menarik kesimpulan menjadi indikator yang paling sering muncul dalam lembar kerja peserta didik sedangkan kemampuan untuk membuat percobaan dan berhipotesis menjadi indikator yang paling sedikit muncul. Hasil analisis lembar kerja peserta didik secara keseluruhan menunjukkan bahwa indikator keterampilan proses sains tidak muncul secara merata pada tiga tingkat kelas 7, 8, dan 9. Kajian lebih lanjut tentang keterampilan proses sains di tingkat Sekolah Menengah Pertama di Indonesia diperlukan untuk memperkaya informasi dan keragaman data.

Kata Kunci: *Keterampilan Proses Sains, Lembar Kerja Peserta Didik, Buku Ilmu Pengetahuan Alam, Keterampilan Proses Sains Dasar, Keterampilan Proses Sains Integrasi*

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