

**NATURE OF SCIENCE ANALYSIS IN CURRICULUM 2013 AND  
CURRICULUM MERDEKA SCIENCE TEXTBOOKS FOR JUNIOR  
HIGH SCHOOL STUDENTS**

**RESEARCH PAPER**

Submitted as Requirement to Obtain Degree of *Sarjana Pendidikan* in  
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UNIVERSITAS PENDIDIKAN INDONESIA**

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**NATURE OF SCIENCE ANALYSIS IN CURRICULUM 2013 AND  
CURRICULUM MERDEKA SCIENCE TEXTBOOKS FOR JUNIOR  
HIGH SCHOOL STUDENTS**

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**Hana Mutiara**

Skripsi ini diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Sarjana Pendidikan pada program studi Pendidikan Ilmu Pengetahuan Alam  
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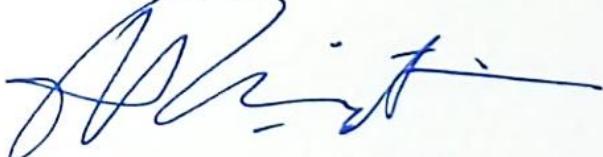
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## **DECLARATION**

I hereby declare that the thesis entitled “Nature of Science Analysis in Curriculum 2013 and Curriculum Merdeka Science Textbooks for Junior High School Students” and all its contents are truly my work. I do not plagiarize or cite from other research in ways that are not following the ethics of science applicable in scientific societies. This declaration is created truthfully and mindfully. If an infringement is identified in my work or any party challenges this study’s authenticity, I am willing to accept sanctions or academic punishment as necessary.

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# **NATURE OF SCIENCE ANALYSIS IN CURRICULUM 2013 AND CURRICULUM MERDEKA SCIENCE TEXTBOOKS FOR JUNIOR HIGH SCHOOL STUDENTS**

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## **ABSTRACT**

The science textbook is an important learning tool to convey information about scientific knowledge from teacher to student. Nature of science (NOS) understanding must be included in the science textbook because of its role as an integral component of scientific literacy. NOS consists of ten aspects: empirical, inferential, creative, theory-driven, tentative, the myth of “the scientific method, nature of theories, nature of laws, social dimensions of science, and social and cultural embeddedness of science. These NOS aspects should address explicitly and informed in the science textbook. This research aimed to find the differences between the science textbook for junior high school students in grade 7 and grade 8, which used curriculum 2013 and curriculum Merdeka based on NOS content. This study was descriptive comparative research that used content analysis as the method of research. Based on the results of the analysis, it shows that the science textbook of curriculum Merdeka conveyed a bigger percentage in delivering the NOS aspect explicitly and informed (47.06%) than the science textbook of curriculum 2013 (30.43%). However, the science textbook of curriculum Merdeka still addressed the NOS aspect explicitly naïve, while the science textbook of curriculum 2013 didn't deliver a single NOS aspect in that way. Besides, the science textbook of curriculum Merdeka only delivered nine of NOS aspects without delivering the social dimensions of science. Meanwhile, the science textbook of curriculum 2013 has conveyed all (ten) NOS aspects.

**Keywords:** *Scientific Literacy, Nature of Science, Science Textbook, Curriculum 2013, Curriculum Merdeka*

**ANALISIS HAKIKAT SAINS (*NATURE OF SCIENCE*) PADA BUKU  
PEMBELAJARAN ILMU PENGETAHUAN ALAM KURIKULUM 2013  
DAN KURIKULUM MERDEKA UNTUK SISWA SEKOLAH  
MENENGAH PERTAMA**

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**ABSTRAK**

Buku pembelajaran Ilmu Pengetahuan Alam (IPA) merupakan media pembelajaran penting untuk menyampaikan ilmu sains dari guru kepada siswa. Pemahaman NOS (*Nature of Science*) atau hakikat sains harus mencakup ke dalam buku pembelajaran Ilmu Pengetahuan Alam (IPA) siswa karena perannya sebagai komponen integral dalam kemampuan literasi sains. NOS terdiri dari sepuluh aspek: empiris, inferensial, kreatif, teori laden, tentative, mitos metode ilmiah, teori ilmiah, hukum ilmiah, dimensi sosial sains, dan penerapan sains dalam sosial dan budaya. Aspek-aspek NOS ini harus disampaikan secara eksplisit dan lengkap di dalam buku pembelajaran IPA. Penelitian ini bertujuan untuk menemukan perbedaan di antara buku pembelajaran IPA SMP untuk siswa kelas 7 dan kelas 8 yang menggunakan kurikulum 2013 dan kurikulum Merdeka berdasarkan konten NOS. Penelitian ini merupakan penelitian komparatif deskriptif yang menggunakan analisis isi sebagai metode penelitian. Berdasarkan hasil dari penelitian, menunjukkan bahwa buku pembelajaran IPA kurikulum 2013 menyampaikan aspek NOS secara eksplisit dan lengkap dengan persentase lebih besar (47.06%) dibandingkan dengan buku pembelajaran IPA kurikulum Merdeka (30.43%). Namun, buku pembelajaran IPA kurikulum Merdeka masih menyampaikan aspek NOS secara eksplisit dan naif dimana buku pembelajaran IPA kurikulum 2013 tidak menyampaikan satu pun aspek NOS dengan cara demikian. Selain itu, buku pembelajaran IPA kurikulum Merdeka hanya menyampaikan sembilan aspek NOS tanpa menyampaikan aspek dimensi sosial sains. Sedangkan buku pembelajaran IPA kurikulum 2013 sudah menyampaikan semua (sepuluh) aspek NOS.

**Keywords:** *Scientific Literacy, Nature of Science, Science Textbook, Curriculum 2013, Curriculum Merdeka*

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