

**PENGEMBANGAN *POCKET BOOK* IPA BERPENDEKATAN *AUTHENTIC INQUIRY LEARNING* YANG BERORIENTASI PADA KEMAMPUAN *PROBLEM SOLVING* PESERTA DIDIK SMP KELAS VIII**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui: (1) kelayakan bahan ajar *pocket book* IPA yang dikembangkan menurut ahli dan guru, (2) respon peserta didik terhadap *pocket book* IPA berpendekatan *authentic inquiry learning*, (3) kemampuan *problem solving* peserta didik setelah menggunakan *pocket book* IPA berpendekatan *authentic inquiry learning*.

Penelitian ini merupakan penelitian pengembangan (R&D) dengan model 4-D (*four-D*). Tahap-tahap penelitian ini meliputi tahap pendefinisian (*define*), perancangan (*desain*), pengembangan (*develop*), dan penyebarluasan (*disseminate*). Subjek penelitian adalah dosen ahli, guru IPA, dan peserta didik kelas VIII F SMP Negeri 2 Piyungan. Instrumen penelitian yang digunakan berupa lembar validasi untuk dosen ahli dan guru IPA yang berfungsi untuk mengetahui kelayakan *pocket book* IPA, lembar observasi keterlaksanaan pembelajaran *authentic inquiry learning* untuk mengetahui keterlaksanaan pembelajaran *authentic inquiry learning*, angket respon peserta didik terhadap *pocket book* IPA berpendekatan *authentic inquiry learning* untuk mengetahui respon peserta didik terhadap *pocket book* IPA berpendekatan *authentic inquiry learning*, lembar observasi kemampuan *problem solving* untuk menilai kegiatan pembelajaran yang mengintegrasikan kemampuan *problem solving*, dan instrumen soal *posttest* digunakan untuk mengetahui kemampuan *problem solving* peserta didik. Teknik analisis yang digunakan antara lain rerata skor untuk mencari skor aktual, konversi skor menjadi empat kategori, dan perhitungan persentase penguasaan kemampuan.

Hasil penelitian dari pengembangan *pocket book* IPA adalah (1) *Pocket book* IPA berpendekatan *authentic inquiry learning* yang dikembangkan dinilai sangat baik oleh dosen ahli dan guru serta layak digunakan dalam pembelajaran IPA, (2) peserta didik memberikan respon sangat baik terhadap *pocket book* IPA berpendekatan *authentic inquiry learning* hasil pengembangan, (3) kemampuan *problem solving* peserta didik setelah menggunakan *pocket book* IPA berpendekatan *authentic inquiry learning* berada pada kategori sangat baik.

**Kata Kunci:** *Pocket Book* IPA, Pendekatan *Authentic Inquiry Learning*, Kemampuan *Problem Solving*

# **THE DEVELOPMENT OF SCIENCE POCKET BOOK USING AUTHENTIC INQUIRY LEARNING APPROACH WHICH IS ORIENTED ON THE PROBLEM SOLVING SKILLS FOR THE SECOND GRADE OF JUNIOR HIGH SCHOOL STUDENTS**

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## **ABSTRACT**

The aims of this research are to identify: (1) the appropriateness of the development of the science pocket book's result by using authentic inquiry learning approach according to some experts and science teachers, (2) the students response toward science pocket book by using authentic inquiry learning approach which is integrated with the problem solving skills, (3) the students problem solving skills after using science pocket book by using authentic inquiry learning approach.

This research was R&D research which is using 4-D model. The steps of this research were defining, designing, developing, and disseminating. The research subjects were experts, science teachers, and VIII F students of SMP N 2 Piyungan. The instruments used in this research were validation sheet for the experts and science teacher which is used for identifying the suitskills of the science pocket book, the observation sheet in order to identify the implementation of authentic inquiry learning, the questionnaire which is used for the students response toward the use of science pocket book using authentic inquiry learning approach, the observation sheet for assessing the learning activity which is integrated with the problem solving skills, and post-test instruments for identifying the students problem solving skills. The analysis technique used among others, the mean score for seeking actual score, converting scores into four category, and the calculation of the percentage of mastery ability.

The result of the development of the science pocket book are (1) the science pocket book using authentic inquiry learning approach are proper to use for the science learning material in the best category by experts and science teachers, (2) the students response was best category toward the use of science pocket book using authentic inquiry learning approach which is integrated with the problem solving skills, (3) the students problem solving skills after use science pocket book using authentic inquiry learning approach was in the best category.

**Key Words:** Science Pocket Book, Authentic Inquiry Learning Approach, Problem Solving Skills