

**PENGEMBANGAN BAHAN AJAR LEMBAR KEGIATAN PESERTA
DIDIK (LKPD) BERBASIS *INQUIRY SCIENCE ISSUES* UNTUK
MENGEMBANGKAN *CRITICAL THINKING SKILLS* DAN *CURIOSITY*
PESERTA DIDIK SMP**

Oleh:
Fatimah
NIM. 13312241060

ABSTRAK

Penelitian ini bertujuan (1) mengetahui kelayakan LKPD berbasis *inquiry science issues* berdasarkan penilaian validator, (2) mengetahui kelayakan LKPD berbasis *inquiry science issues* berdasarkan respon peserta didik, (3) mengetahui *critical thinking skills* peserta didik setelah menggunakan LKPD berbasis *inquiry science issues* yang dikembangkan, dan (4) mengetahui *curiosity* peserta didik setelah menggunakan LKPD berbasis *inquiry science issues* yang dikembangkan.

Penelitian pengembangan LKPD berbasis *inquiry science issues* menggunakan model 4D yang terdiri dari empat tahap yaitu (1) tahap *define*, (2) *design*, (3) tahap *develop*, dan (4) tahap *disseminate*. Subjek dalam penelitian ini adalah 30 peserta didik kelas VIII C SMP Negeri 1 Tempel. Instrumen yang digunakan meliputi lembar validasi LKPD berbasis *inquiry science issues*, lembar observasi keterlaksanaan pembelajaran, angket respon peserta didik, lembar observasi *critical thinking skills*, soal *pretest-posttest*, lembar observasi *curiosity*, dan angket penilaian diri *curiosity*. Teknik analisis data yang digunakan pada lembar validasi dan respon peserta didik adalah analisis dengan pedoman kriteria penilaian ideal untuk menentukan kelayakan LKPD. Data keterlaksanaan pembelajaran, lembar observasi *critical thinking skills* dan *curiosity*, serta angket penilaian diri *curiosity* peserta didik diperoleh menggunakan pedoman kriteria penilaian dalam bentuk kategori, sedangkan untuk soal *pretest-posttest* dianalisis dengan menggunakan *gain score* ternormalisasi.

Berdasarkan penilaian ahli secara keseluruhan meliputi aspek kelayakan isi, aspek penyajian, aspek bahasa, dan aspek kegrafisan, LKPD berbasis *inquiry science issues* memperoleh nilai A dengan kategori sangat baik. Kelayakan LKPD berdasarkan respon peserta didik meliputi aspek kualitas materi, bahasa dan gambar, penyajian, dan kegrafisan memperoleh nilai A dengan kategori sangat baik. Perkembangan *critical thinking skills* peserta didik setelah menggunakan LKPD berdasarkan lembar observasi memiliki kategori cukup dan hasil *gain score* ternormalisasi memperoleh kategori sedang. Perkembangan *curiosity* peserta didik setelah menggunakan LKPD melalui lembar observasi memperoleh kategori cukup dan melalui angket penilaian diri memperoleh kategori cukup.

Kata kunci : *critical thinking skills, curiosity, inquiry science issues, LKPD*

DEVELOPMENT OF TEACHING MATERIAL STUDENT WORKSHEET BASED INQUIRY SCIENCE ISSUES TO DEVELOP CRITICAL THINKING SKILLS AND CURIOSITY JUNIOR HIGH SCHOOL STUDENT

**By:
Fatimah
NIM. 13312241060**

ABSTRACT

The research aims (1) to know the feasibility of worksheet based on inquiry science based on validator assessment, (2) to know the feasibility of worksheet based on inquiry science issues based on students response, (3) to know the critical thinking of learner after using worksheet based on inquiry science issues developed, and (4) to know the curiosity of learner after using worksheet based on inquiry science issues developed.

Development research of worksheet based on inquiry science issues using 4D model consisting of four stages namely (1) define stage, (2) design, (3) development stage, and (4) disseminate stage. The subjects in this research are students in class VIII C SMP Negeri 1 Tempel. Instruments used in this research are validation sheets of worksheet based inquiry science issues, observation sheets of learning implementation, student response questionnaires, critical thinking skills observation sheets, pretest-posttest questions, curiosity observation sheets and self-assessment questionnaires of curiosity. The data analysis technique used in the validation sheet and the students' response is an analysis with the criteria of ideal assessment criteria to determine the worksheet based on inquiry science issues quality. Data of learning implementation, observation sheet of critical thinking skill and curiosity, and self-assessment questionnaires of curiosity of learner were analyzed using assessment criteria standard in category form, while for pretest-posttest problem was analyzed by using gain score normalized.

Based on result of expert appraisal on content feasibility aspect, presentation aspect, linguistic aspect, and aspects of graphics worksheet based on inquiry science issues get the value of A with very good category. Worksheet eligibility based on the response of learners includes aspects of material quality, language and images, presentation, and graphics get the value of A with very good category. Critical thinking skills of learners after using worksheet obtain sufficient category and obtain a normalized gain score with the category of moderate. Curiosity of learners after using LKPD obtained enough category through observation sheet with and obtained enough category through self-assessment questionnaire.

Keywords: critical thinking skills, curiosity, inquiry science issues, worksheet