

ABSTRACT

The Development of Worksheet Problem-Based Learning (PBL) Based for Junior High School Students Grade VIII

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Sains materials have kinds of problems which can be observed by students in their daily life. The students are supposed to develop their analysis ability on problem solving. To support this idea, a good learning strategy is needed so that the learning objectives can be achieved either by using worksheets. At schools, students use student's books from Kemendikbud and worksheet from other publishers. Worksheet from other publishers have not had a sequence of material according to the latest revision of curriculum 2013. Worksheet had not done enough to educate students to think critically, had not be able to build new knowledge, and had be able to solve problems related to learning. The purpose of this research is to produce a valid, practice and effective of biology.

This research was a developmental research which used Plomp model. It consisted of three phases which were first investigation, prototyping phase and assessment phase. In the first investigation, kinds of analysis such as need analysis, student analysis, curriculum analysis, and concept analysis related to problem in the biology lesson were conducted. In the prototyping phase, to design worksheets which further be validated by experts were produced. Assessment phase in which practicality and effectiveness tests were conducted. Practicality data was taken from teachers and student's responses questionnaires. Effectiveness data was taken from the result of students' study.

The result of this research showed that the worksheet problem-based learning (PBL) based which was developed was valid and practice. The result of students' study on cognitive, affective, and skill competence was effective.

ABSTRAK

Pengembangan Lembar Kegiatan Siswa Berbasis *Problem Based Learning* untuk Siswa SMP Kelas VIII

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Materi IPA memuat berbagai permasalahan yang dapat diamati siswa dalam kehidupan sehari-hari. Hal ini menghendaki siswa untuk mengembangkan kemampuan analisis dalam pemecahan masalah. Untuk menunjang hal tersebut dibutuhkan pembelajaran yang tepat sasaran salah satunya dengan menggunakan LKS. Dalam pembelajaran di sekolah, siswa menggunakan buku siswa kemendikbud dan LKS dari penerbit lain. LKS dari penerbit lain urutan materi belum sesuai dengan perkembangan kurikulum 2013 edisi revisi terbaru. Pertanyaan yang ada di dalam buku teks siswa kurikulum 2013 dan LKS belum cukup membimbing siswa untuk berpikir kritis, tidak mampu membangun pengetahuan yang baru, dan tidak mampu memecahkan masalah yang berkaitan dengan pembelajaran. Oleh karena itu, tujuan dari penelitian ini adalah menghasilkan lembar kegiatan siswa berbasis *problem based learning*.

Penelitian ini merupakan penelitian pengembangan dengan menggunakan model pengembangan Plomp yang terdiri atas fase investigasi awal, fase pengembangan atau pembuatan prototipe, dan fase penilaian. Pada fase investigasi awal dilakukan analisis kebutuhan, analisis siswa, analisis kurikulum, dan analisis konsep terkait materi pembelajaran. Pada fase pengembangan atau pembuatan prototipe dilakukan perancangan LKS yang selanjutnya divalidasi oleh ahli. Fase penilaian dilakukan uji praktikalitas dan uji efektivitas secara terbatas. Data praktikalitas diperoleh dari angket praktikalitas oleh guru dan angket praktikalitas oleh siswa. Data efektivitas diperoleh dari pengamatan kompetensi belajar siswa.

Hasil penelitian menunjukkan bahwa lembar kegiatan siswa berbasis *problem based learning* yang dikembangkan telah valid dan praktis. Hasil belajar siswa pada kompetensi kognitif, afektif, dan psikomotor tergolong efektif.