

**ANALISIS PENALARAN ILMIAH SISWA KELAS VII SMP NEGERI 5
SINGARAJA BERDASARKAN *LAWSON CLASSROOM TEST OF
SCIENTIFIC REASONING* PADA PEMBELAJARAN IPA**

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis penalaran ilmiah siswa berdasarkan *Lawson Classroom Test Of Scientific Reasoning* serta faktor-faktor yang mempengaruhi penalaran ilmiah siswa SMP Negeri 5 Singaraja pada pembelajaran IPA. Jenis penelitian ini adalah kualitatif menggunakan metode deskriptif. Sumber data dalam penelitian ini adalah siswa kelas VII yang ditentukan dengan teknik *proportionate random sampling* sejumlah 184 siswa dari populasi keseluruhan sejumlah 345 siswa serta 2 orang guru IPA kelas VII. Data mengenai penalaran ilmiah siswa diperoleh melalui instrumen tes penalaran ilmiah dari *Lawson* yaitu *Lawson Classroom Test of Scientific Reasoning* (LCTSR). Data faktor-faktor yang mempengaruhi penalaran ilmiah siswa diperoleh melalui instrumen observasi, angket dan wawancara. Hasil analisis penalaran ilmiah siswa yaitu sejumlah 4,89% berada pada kategori penalaran ilmiah sangat baik, 11,41% dengan kategori baik, 5,97% dengan kategori cukup, 28,26% dengan kategori kurang, dan sebanyak 49,45% dengan kategori sangat kurang. Faktor-faktor yang mempengaruhi penalaran ilmiah yaitu motivasi belajar dalam diri siswa masih kurang, media pembelajaran yang digunakan guru kurang bervariasi, dan metode pembelajaran guru masih bersifat *teacher centered* sehingga kurang memfasilitasi kegiatan yang ada di indikator penalaran ilmiah.

Kata Kunci: *Lawson Classroom Test*, Pembelajaran IPA SMP, Penalaran Ilmiah

**ANALYSIS OF SCIENTIFIC REASONING OF CLASS VII STUDENTS
OF SMP NEGERI 5 SINGARAJA BASED ON THE LAWSON
CLASSROOM TEST OF SCIENTIFIC REASONING IN SCIENCE
LEARNING**

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ABSTRACT

This study aims to analyze students' scientific reasoning based on the Lawson Classroom Test of Scientific Reasoning and the factors that influence the scientific reasoning of students of SMP Negeri 5 Singaraja in learning science. This type of research is qualitative using descriptive method. The data sources in this study were VII grade students who were determined using a proportionate random sampling technique of 184 students from a total population of 345 students and 2 VII grade science teachers. Data regarding students' scientific reasoning was obtained through a scientific reasoning test instrument from Lawson, namely the Lawson Classroom Test of Scientific Reasoning (LCTSR). Data on factors that influence students' scientific reasoning is obtained through observation, questionnaires and interviews. The results of the analysis of students' scientific reasoning were 4.89% in the category of very good scientific reasoning, 11.41% in the good category, 5.97% in the sufficient category, 28.26% in the less category, and 49.45% in the very less category. The factors that influence scientific reasoning are that students' learning motivation is still lacking, the learning media used by teachers is less varied, and teacher learning methods are still teacher centered so that they do not facilitate activities in scientific reasoning indicators.

Keywords: *Lawson Classroom Test, Middle School Science Learning, Scientific Reasoning*