PENGEMBANGAN PERANGKAT PEMBELAJARAN IPA TERPADU DENGAN MODEL INKUIRI TERBIMBING TEMA MENGENAL SISTEM PEREDARAN DARAH PADA MANUSIA

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ABSTRAK

Penelitian ini bertujuan mendeskripsikan dan menjelasakan karakteristik, tingkat validitas, tingkat kepraktisan serta tingkat keterbacaan perangkat pembelajaran IPA Terpadu dengan model inkuiri terbimbing pada mata pelajaran IPA kelas VIII tema sistem perderan darah manusia. Jenis penelitian yang digunakan adalah penelitian dan pengembangan (*Research and Development*) yang menggunakan prosedur penelitian dan pengembangan model *Borg & Gall*, namun hanya terbatas sampai tahap lima yakni revisi hasil uji coba. Pengumpulan data pada penelitian ini menggunakan teknik penilaian penyebaran angket dan lembar validasi. Data kualitatif yang diperoleh dianalisis secara deskriptif dan hasil data kuantitatif validitas dianalisis melalui Uji Gregory kemudian uji kepraktisan dan keterbacaan dianalisis menggunakan perhitungan skor rata-rata. Karakteristik perangkat pembelajaran yang dikembangkan adalah sebagai berikut. Perangkat pembelajaran IPA terpadu dengan model inkuiri terbimbing menggunakan tema mengenal sistem peredaran darah pada manusia, menggunakan model pembelajaran inkuiri terbimbing yang membantu peserta didik menemukan sendiri konsep yang sedang dipelajarai dan disajikan secara terpadu yaitu mengaitkan bidang biologi, fisika dan kimia dalam setiap pertemuannya. Hasil uji validitas masuk dalam kategori sangat valid dengan koefesien sebesar 1,0. Hasil uji kepraktisan berdasarkan penilaian oleh guru masuk dalam kategori praktis dengan memperoleh skor rata-rata silabus sebesar 3,6, skor rata-rata RPP sebesar 3,78, skor rata-rata LKPD sebesar 3,7, skor rata-rata instrumen penilaian sebesar 3,78. Hasil uji keterbacaan yang dilakukan peserta didik masuk dalam kategori terbaca dengan memperoleh skor rata-rata sebesar 3,66. Berdasarkan data hasil penelitian dapat disimpulkan bahwa Perangkat Pembelajaran IPA Terpadu dengan Model Inkuiri Terbimbing yang telah dikembangkan dapat dilanjutkan ke tahap uji lapangan utama.

Kata kunci: perangkat pembelajaran, IPA terpadu, inkuiri terbimbing.

DEVELOPMENT OF INTEGRATED SCIENCE LEARNING DEVICES WITH GUIDED INQUIRY MODEL THEME KNOWING THE HUMAN BLOOD CIRCULATION SYSTEM

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ABSTRACT

This study aims to describe and explain the characteristics, level of validity, level of practicality and level of readability of the Integrated Science learning tool using the guided inquiry model in class VIII Science subject with the theme of the human blood circulation system. The type of research used is research and development (Research and Development) which uses the Borg & Gall model research and development procedure, but is only limited to stage five, namely the revision of the trial results. Collecting data in this study used an assessment technique of distributing questionnaires and validation sheets. The qualitative data obtained were analyzed descriptively and the results of quantitative data validity were analyzed through the Gregory test then the practicality and readability tests were analyzed using the average score calculation. The characteristics of the learning devices developed are as follows. The integrated science learning device with the guided inquiry model uses the theme of knowing the human blood circulation system, uses the guided inquiry learning model which helps students discover for themselves the concepts being studied and presented in an integrated manner, namely linking the fields of biology, physics and chemistry in each meeting. The results of the validity test are included in the very valid category with a coefficient of 1.0. The results of the practicality test based on the assessment by the teacher are included in the practical category by obtaining an average syllabus score of 3.6, an average score of lesson plans is 3.78, an average score of LKPD is 3.7, an average score of assessment instruments is 3.78. The results of the readability test conducted by students were included in the legibility category by obtaining an average score of 3.66. Based on the research data it can be concluded that the Integrated Science Learning Toolkit with the Guided Inquiry Model that has been developed can be continued to the main field test stage.

Keywords: *learning devices, integrated science, guided inquiry.*