

ABSTRAK

Sari,2020 Pengembangan Instrumen Penilaian Berbasis *Socio-Scientific Issues* (SSI) Pada Kelas VII MTsN 1 Sumenep. Skripsi, Program Studi Pendidikan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Wiraraja. Pembimbing (1) Jefri Nur Hidayat, M.Si. (2) Anik Anekawati, S.Pd, S.Si, M.Si.

Penerapan pembelajaran IPA berbasis *socio-scientific issues* telah diterapkan dalam pembelajaran dimana hasil kemampuan peserta didik akan dituangkan dalam sistem penilaian oleh guru. Penilaian pembelajaran menekankan pada tiga ranah aspek yang diukur yaitu sikap, pengetahuan, dan keterampilan. Tujuan dari penelitian ini yaitu pengembangan instrumen penilaian berbasis *socio-scientific issues* (SSI) pada kelas VII MTsN 1 Sumenep. Penelitian ini menggunakan model penelitian pengembangan 4D (Four D) yang dikemukakan oleh (Thiagarajan,1974). Adapun uji yang dilakukan dalam penelitian ini yaitu uji validitas expert (ahli) dan uji coba respon guru. Uji validitas meliputi tiga tahap yaitu: tahap validasi aspek materi, validasi bahasa dan validasi konstruk. Uji coba respon guru dilakukan menggunakan dua tahap yaitu *initial testing* dan *quantitative testing*.

Berdasarkan hasil penelitian yang diperoleh dapat disimpulkan sebagai berikut: Hasil menunjukkan bahwa validitas instrumen penilaian berbasis *socio-scientific issues* (SSI) pada kelas VII MTsN 1 Sumenep adalah sangat valid dan layak digunakan. Hal ini dapat dilihat dari hasil validasi pada aspek materi sebesar 98,18%, aspek bahasa sebesar 95,34% dan aspek konstruk sebesar 99,3%. Hasil respon guru diperoleh dengan kategori sangat layak dengan hasil pada tahap *initial testing* (uji coba awal) sebesar 98,27% dan pada tahap *quantitative testing* (uji coba kuantitatif) sebesar 92,03% sehingga dapat diartikan bahwa guru memberikan respon positif dan sangat baik terhadap produk instrumen penilaian berbasis *socio-scientific issues*.

Kata kunci: *Socio-Scientific Issues*, Validasi, Respon Guru

ABSTRACT

Sari,2020 Development of Socio Scientific Issues (SSI) Based Assessment Instruments for Class VII MTsN 1 Sumenep. Essay, Natural Science Education Study Program, Teacher Training and Education Faculty, Wiraraja University. Advisors (1) Jefri Nur Hidayat, M.Si. (2) Anik Anekawati,S.Pd, S.Si, M.Si.

The application of socio-scientific based science learning issues has been applied in learning where the results of the students' abilities will be outlined in the assessment system by the teacher. The learning assessment emphasizes the three aspects measured, namely attitudes, knowledge, and skills. The purpose of the research is to develop an instrument assessment based on socio-scientific issues (SSI) in class VII MTsN 1 Sumenep. This study used the 4D (four D) development research model proposed by (Thiagarajan,1974). The test carried out in this study were the expert validity test and the teacher response test. The validity test includes three stages, namely: the material aspect validation stage, language validation and construct validation. The teacher response testing was carried out using two stages, namely initial testing and quantitative testing.

Based on the research results obtained, it can be concluded as follows: The results showed that the validity of the instrument assessment based on socio-scientific issues (SSI) in class VII MTsN 1 Sumenep was very valid and suitable for use. This can be seen from the results of the validation on the material aspects of 98,18%, the language aspects of 95,34% and the construct aspects of 99,3%. The teacher response results were obtained in the very feasible category with the results at the initial testing stage of 98,27% and at the quantitative testing stage of 92,03%. So it can be interpreted that the teacher gave positive response and was very good on product assessment instruments based on socio-scientific issues.

Keywords: Socio-Scientific Issues, Validation, Teacher Response