

**Pengembangan Paket *Science Equipment*
sebagai Upaya Mewujudkan Pembelajaran Sains Berorientasi Proses Ilmiah**

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ABSTRACT

This activity aims to: (a) increase the creativity of teachers in developing science equipment package; (b) improve teachers' skills in using science equipment package; (c) improving the skills of teachers in teaching science with process-oriented (process-oriented). Implementation of the program of activities there are three structures, namely the structure of the program for in-service training, program structure for on-the-job training and the structure of the program for in-service training. All strategies are focused on the development of science equipment and its use, and process-oriented learning.

Role of partners are not only as a participant as well as a provider of workshops, come to socialize the results of the workshop to other teachers and collaborate with teams participating in the conduct of consumption. For the development of science equipment package was assessed by observation sheet of products. The teachers' skill for using science equipment package and implementation it in the learning was assessed by observation sheet. Aspects of creativity judged by the criteria of authenticity of products, and kind of materials used.

The results showed that most of the activities of the participants already possess the skills of teachers in developing science equipment package. Creativity teachers in developing science equipment package show that the products are produced by the participants do not copy and paste. The number of science equipment package that has been made by participant is 12, in the form of media types and realia, charta or drawings, models, a practice tool. They made from materials surrounding participant and several scraps. Most of the participants who did implementation of science equipment are already look Good to use of package science equipment.

Keywords: Science equipment package, science learning, process oriented

ABSTRAK

Kegiatan ini bertujuan untuk : (a) meningkatkan kreativitas guru dalam mengembangkan paket *science equipment*; (b) meningkatkan keterampilan guru dalam menggunakan paket *science equipment*; (c) meningkatkan keterampilan guru dalam membelajarkan sains dengan berorientasi kepada proses (*process-oriented*). Pelaksanaan kegiatan ada tiga struktur program, yaitu struktur program untuk *in-service training*, struktur program untuk *on-the job training* dan struktur program untuk *in-service training*. Semua strategi difokuskan kepada pengembangan *science equipment* dan penggunaannya, dan pembelajaran berorientasi pada proses. Peran mitra selain sebagai peserta juga sebagai penyedia tempat workshop, ikut mensosialisasikan hasil workshop kepada guru yang lain dan ikut bekerjasama dengan tim dalam mengadakan konsumsi. Untuk pengembangan paket *science equipment* dinilai dengan lembar observasi produk. Untuk penggunaan paket *science equipment* dan pelaksanaan pembelajaran dinilai dengan lembar observasi. Aspek kreativitas dinilai dengan kriteria keaslian produk dan bahan yang digunakan.

Hasil kegiatan menunjukkan bahwa sebagian besar peserta sudah memiliki keterampilan guru dalam mengembangkan paket *science equipment*. Kreativitas guru dalam mengembangkan paket *science equipment* tampak dari produk yang dihasilkan oleh peserta tidak *copy paste* dengan jumlah 12 macam dan berupa media realia, charta atau gambar, model, alat praktik. Media tersebut terbuat dari bahan di sekitar peserta dan beberapa berasal dari bahan bekas. Sebagian besar peserta yang melakukan tampilan sudah Baik dalam mengimplementasikan penggunaan paket *science equipment*.

Kata kunci: paket *science equipment*, pembelajaran sains