

ABSTRAK

PENGEMBANGAN e-LKPD BIOTEKNOLOGI INQUIRI BASED LEARNING (IBL) TERINTEGRASI PENDEKATAN STEM BERBASIS KULINER UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KREATIF SISWA SMP

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Penelitian ini bertujuan untuk mendeskripsikan produk, kepraktisan, dan keefektifan e-LKPD Bioteknologi *Inquiry Based Learning* (IBL) terintegrasi pendekatan STEM berbasis kuliner untuk meningkatkan keterampilan berpikir kreatif siswa SMP. Penelitian dijalankan menggunakan penelitian pengembangan (*Research and Development*) dengan melakukan adaptasi model ADDIE (*analyze, design, development, implementation, evaluation*). 42 orang guru dan 43 siswa sebagai subjek penelitian. Data dikumpulkan melalui lembar observasi, angket, dan hasil pretes-postest. Teknik analisis data menggunakan uji validitas, nilai *N-gain*, *effect size*, dan uji homogenitas. Hasil penelitian menunjukkan bahwa 86,6% produk pengembangan e-LKPD dinyatakan valid berdasarkan isi dan 81,6% dinyatakan valid berdasarkan media. Sementara, secara kepraktisan, pengembangan e-LKPD dinyatakan praktis dengan persentase 87,35%. Sedemikian itu, pengembangan e-LKPD *Inquiry Based Learning* (IBL) yang terintegrasi pendekatan STEM dinyatakan efektif untuk meningkatkan keterampilan berpikir kreatif peserta didik dengan ditunjukkan score *N-Gain* terbukti pada kategori tinggi.

Kata kunci: *Inquiry Based Learning*, STEM, Keterampilan berpikir kreatif

ABSTRACT

DEVELOPMENT e-LKPD OF BIOTECHNOLOGY BASED LEARNING (IBL) INTEGRATED e-LKPD STEM APPROACH CULINARY BASED TO IMPROVE CREATIVE THINKING SKILLS JUNIOR HIGH SCHOOL STUDENTS

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This study aims to describe the product, practicality, and effectiveness of the e-LKPD Biotechnology Inquiry Based Learning (IBL) integrated culinary-based STEM approach to improve the creative thinking skills of junior high school students. The research was carried out using research and development (Research and Development) by adapting the ADDIE model (analyze, design, development, implementation, evaluation). 42 teachers and 43 students as research subjects. Data was collected through observation sheets, questionnaires, and pretest-posttest results. Data analysis techniques used validity tests, N-gain values, effect sizes, and homogeneity tests. The results showed that 86.6% of e-LKPD development products were declared valid based on the content and 81.6% were declared valid based on the media. Meanwhile, in practical terms, the development of e-LKPD is stated to be practical with a percentage of 87.35%. In this way, the development of e-LKPD Inquiry Based Learning (IBL) which is integrated with the STEM approach is declared effective for improving students' creative thinking skills with the N-Gain score shown being proven to be in the high category.

Keywords: Inquiry Based Learning, STEM, Creative thinking skills