

# **Ethnoscience Integration in Inquiry Based Learning to Develop Scientific Skills and Literacy as Character in Science Learning**

**by Purwanti Widhy H, Eko Widodo, Wita Setianingsih**

## **ABSTRACT**

The purpose of this study is to produce an integrated science learning design design that integrates ethnosains in Inquiry Based Learning (IBL) to foster scientific skills and scientific literacy, to know the feasibility of integrated science design planning that integrates ethnosains in Inquiry Based Learning (IBL ) developed, knowing the effectiveness of the design of science learning planning (integrated science) that integrates ethnosains in Inquiry Based Learning (IBL)

This study uses a development model by Plomp which consists of (1) the initial investigation phase, (2) the design phase, (3) the realization phase, (4) the test phase, evaluation, and revision, and (5) the implementation phase. The initial investigation phase is carried out supporting theory analysis, curriculum analysis, student analysis, and analysis of teaching material by collecting and analyzing supporting information to plan further activities. The design phase designed learning tools that integrated ethnosains aimed at producing learning device prototypes namely syllabus, rpp and LKPD. The realization phase, produces a product that will be validated at the stage of the test, evaluation and revision phase. The last stage is the phase of product implementation in learning to determine its effectiveness. The product validation data analysis technique used is qualitative and quantitative descriptive analysis with 4 regular rating scales for effectiveness using gain score analysis.

The results of product research in the form of learning devices by integrating ethnosains in Inquiry Based Learning to develop science literacy and scientific skills in the form of Syllabus, RPP and LKPD the feasibility category is very well assessed by expert lecturers and science teachers. The real product that can be produced from this research is a learning device with the theme "What's with additives?". The effectiveness of the product developed can be seen from the application of the product in a limited trial to see the gain score for the scientific and scientific skills literasu. The value of the gain score for scientific literacy and scientific skills is 0.69 and 0.73 respectively in the high category. It can be concluded that the product was developed effectively to foster scientific literacy and scientific skills of junior high school students on the topic of additives in food

Kata Kunci: *Ethnoscience, Inquiry Based Learning, Scientific Skill, literacy, Character*