

ABSTRAK

**ANALISIS PERBANDINGAN ASPEK LITERASI SAINS DALAM BUKU
PAKET IPA KELAS V SD KURIKULUM 2013 DAN KURIKULUM
MERDEKA**

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan aspek literasi sains dalam buku paket IPA Kelas V SD Kurikulum 2013, mendeskripsikan aspek literasi sains dalam buku IPAS Kelas V Kurikulum Merdeka, serta membandingkan aspek literasi sains pada kedua buku tersebut. Penelitian dilatarbelakangi oleh pentingnya literasi sains sebagai kompetensi abad ke-21 dan peran buku paket sebagai salah satu sumber belajar utama dalam mendukung pengembangan literasi sains peserta didik. Penelitian menggunakan pendekatan deskriptif kualitatif dengan metode analisis isi (content analysis). Objek penelitian berupa buku paket IPA Kelas V Kurikulum 2013 dan buku IPAS Kelas V Kurikulum Merdeka yang diterbitkan oleh Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi. Analisis dilakukan berdasarkan indikator literasi sains yang mengacu pada kerangka OECD/PISA, meliputi aspek pengetahuan (konten), kompetensi ilmiah, konteks, dan sikap terhadap sains. Data dikumpulkan melalui studi dokumentasi menggunakan lembar analisis, kemudian dianalisis dengan cara mengidentifikasi, mengklasifikasi, membandingkan, dan menginterpretasikan keterpenuhan indikator literasi sains pada masing-masing buku.

Hasil penelitian menunjukkan bahwa buku paket IPA Kelas V Kurikulum 2013 lebih banyak menekankan aspek pengetahuan (konten) yang bersifat teoritis, sedangkan aspek kompetensi ilmiah, konteks, dan sikap terhadap sains belum dikembangkan secara optimal. Sebaliknya, buku IPAS Kelas V Kurikulum Merdeka memiliki keterpenuhan literasi sains yang lebih baik karena menyajikan materi yang lebih kontekstual, menyediakan kegiatan eksperimen dan proyek, serta mendorong pengembangan keterampilan berpikir kritis, pemecahan masalah, dan sikap ilmiah peserta didik. Dengan demikian, dapat disimpulkan bahwa buku IPAS Kelas V Kurikulum Merdeka lebih unggul dalam mendukung pengembangan literasi sains dibandingkan buku paket IPA Kelas V Kurikulum 2013, terutama pada aspek kompetensi ilmiah, konteks, dan sikap terhadap sains.

Kata kunci: literasi sains, buku paket IPA, Kurikulum 2013, Kurikulum Merdeka, sekolah dasar.

ABSTRACT

COMPARATIVE ANALYSIS OF SCIENTIFIC LITERACY ASPECTS IN GRADE 5 SCIENCE TEXTBOOKS: 2013 CURRICULUM VS. KURIKULUM MERDEKA

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This study aims to describe the aspects of scientific literacy in the Grade V elementary school Science textbook based on the 2013 Curriculum, describe the aspects of scientific literacy in the Grade V Integrated Science (IPAS) textbook based on the Merdeka Curriculum, and compare the aspects of scientific literacy in the two textbooks. The study is motivated by the importance of scientific literacy as a 21st-century competency and the role of textbooks as one of the main learning resources in supporting the development of students' scientific literacy. This study employed a qualitative descriptive approach using the content analysis method. The research objects were the Grade V Science textbook based on the 2013 Curriculum and the Grade V Integrated Science (IPAS) textbook based on the Merdeka Curriculum, both published by the Ministry of Education, Culture, Research, and Technology. The analysis was conducted based on scientific literacy indicators referring to the OECD/PISA framework, which includes the aspects of knowledge (content), scientific competencies, context, and attitudes toward science. Data were collected through documentation using an analysis sheet and analyzed by identifying, classifying, comparing, and interpreting the fulfillment of scientific literacy indicators in each textbook.

The results showed that the Grade V Science textbook based on the 2013 Curriculum places greater emphasis on theoretical content knowledge, while the aspects of scientific competencies, context, and attitudes toward science have not been optimally developed. In contrast, the Grade V Integrated Science (IPAS) textbook based on the Merdeka Curriculum demonstrates better fulfillment of scientific literacy by presenting more contextual materials, providing experimental and project-based activities, and encouraging the development of students' critical thinking skills, problem-solving abilities, and scientific attitudes. Therefore, it can be concluded that the Grade V Integrated Science (IPAS) textbook based on the Merdeka Curriculum is more effective in supporting the development of scientific literacy than the Grade V Science textbook based on the 2013 Curriculum, particularly in the aspects of scientific competencies, context, and attitudes toward science.

Keywords: *scientific literacy, science textbook, 2013 Curriculum, Merdeka Curriculum, elementary school.*