

ABSTRAK

PENGARUH MODEL PBL BERBANTU INFOGRAFIS TERHADAP KEMAMPUAN LITERASI SAINS PESERTA DIDIK KELAS VIII PADA MATERI SISTEM PENCERNAAN

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Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model (*Problem-Based Learning*) PBL berbantu infografis terhadap kemampuan literasi sains peserta didik pada materi sistem pencernaan. Populasi penelitian ini adalah seluruh peserta didik kelas VIII di SMP N 8 Bandar Lampung. Sampel diambil dengan menggunakan teknik *purposive sampling* dengan kelas VIII C (32 peserta didik) sebagai kelas eksperimen dan kelas VIII E (31 peserta didik) sebagai kelas kontrol. Desain penelitian yang digunakan yaitu quasi eksperimen dengan teknik *Pretest-Posttest Control Group Design*. Jenis data dalam penelitian berupa data kuantitatif, yaitu data hasil kemampuan literasi sains dari *pretest*, *posttest*, dan *N-Gain*, serta data kualitatif yaitu data hasil angket tanggapan peserta didik. Data rata-rata nilai *pretest*, *posttest*, dan *N-Gain* sebagai hasil peningkatan kemampuan literasi sains kemudian dianalisis dengan uji *Independent Sample T-Test* ($\alpha=0,05$) didapatkan nilai ($\text{Sig.}0,00 < 0,05$) serta hasil uji *effect size* sebesar 1,51. Kemudian, hasil data angket tanggapan peserta didik terhadap model PBL berbantu infografis sebesar 91,73%. Hal tersebut menunjukkan model PBL berbantu infografis mendapatkan respon positif dari peserta didik. Dengan demikian, dari hasil penelitian dapat disimpulkan bahwa terdapat pengaruh yang signifikan dari penerapan model PBL berbantu infografis terhadap kemampuan literasi sains peserta didik pada materi sistem pencernaan.

Kata kunci : Model pembelajaran PBL, kemampuan literasi sains, infografis, sistem pencernaan

ABSTRACT***THE INFLUENCE OF INFOGRAPHIC-ASSISTED PBL MODELS ON THE SCIENTIFIC LITERACY SKILLS OF CLASS VIII STUDENTS ON THE DIGESTIVE SYSTEM MATERIAL******By*****GHAISANI NADHILA SISWOYO**

This study aims to determine the effect of the application of the (Problem-Based Learning) PBL model assisted by infographics on students' scientific literacy skills on the digestive system material. The population of this study was all eighth-grade students at SMP N 8 Bandar Lampung. The sample was taken using a purposive sampling technique with class VIII C (32 students) as the experimental class and class VIII E (31 students) as the control class. The research design used was a quasi-experimental with the Pretest-Posttest Control Group Design technique. The types of data in this study are quantitative data, namely data on the results of scientific literacy skills from the pretest, posttest, and N-Gain, and qualitative data, namely data from student questionnaire responses. The average data of the pretest, posttest, and N-Gain scores as a result of increasing scientific literacy skills were then analyzed using the Independent Sample T-Test ($\alpha = 0.05$) which produced a value (Sig. $0.00 < 0.05$) and the results of the effect size test were 1.51. Furthermore, the questionnaire data showed that the student response to the PBL model assisted by infographics was 91.73%. This indicates that the infographic-assisted PBL model received a positive response from students. Therefore, this study concludes that the implementation of the infographic-assisted PBL model significantly impacted students' scientific literacy skills in the digestive system.

Keywords: *PBL learning model, scientific literacy skills, infographics, digestive system*