

ABSTRAK

PENGARUH *PROBLEM BASED LEARNING* TERFASILITASI MEDIA VAK (VISUAL, AUDIO, KINESTETIK) TERHADAP KEMAMPUAN LITERASI SAINS SISWA SMP

Oleh:

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Penelitian ini bertujuan untuk mengetahui pengaruh pada penggunaan model *Problem Based Learning* terfasilitasi media VAK terhadap kemampuan literasi sains siswa pada materi pencemaran lingkungan serta mengetahui tanggapan siswa terhadap penggunaan PBL terfasilitasi media VAK. Penelitian dilaksanakan pada semester genap di SMP Negeri 34 Bandar Lampung. Desain penelitian yang digunakan yaitu *quasi eksperimen* dengan teknik *non-equivalent control group design*. Populasi dalam penelitian ini berjumlah 210 siswa yang terbagi kedalam 7 kelas (VII.1-VII.7). Sampel penelitian ini berjumlah 61 siswa yang terdiri dari kelas VII.6 sebagai kelas eksperimen sebanyak 30 siswa dan siswa kelas VII.7 sebagai kelas kontrol sebanyak 31 siswa, sampel dipilih dengan menggunakan *purposive sampling*. Kelas eksperimen menggunakan model *Problem Based Learning* terfasilitasi media VAK, sedangkan kelas kontrol menggunakan metode ceramah dengan pendekatan saintifik. Jenis data dalam penelitian ini yaitu data kuantitatif yaitu instrumen tes dan kualitatif yaitu berupa angket. Data literasi dianalisis menggunakan *independent sample t-test* dengan bantuan aplikasi SPSS versi 20. Hasil penelitian menunjukkan rata-rata bahwa pada taraf signifikansi 5% didapatkan nilai sig. (*2-tailed*) $0,00 > 0,05$ sehingga H_1 diterima dan H_0 ditolak. Serta rata-rata N-Gain di kelas eksperimen sebesar 0,52 dengan kriteria sedang, sedangkan kelas kontrol rata-rata N-Gain sebesar 0,28 dengan kriteria rendah. Dengan demikian terdapat pengaruh penggunaan PBL terfasilitasi media VAK terhadap kemampuan literasi sains siswa SMP. Selanjutnya tanggapan peserta didik tentang model *Problem Based Learning* terfasilitasi media VAK dikumpulkan menggunakan angket dengan persentase. Respon siswa terhadap model *Problem Based Learning* terfasilitasi media VAK mendapatkan rata-rata 80% yang berarti siswa setuju lebih memahami apabila materi pencemaran lingkungan dijelaskan menggunakan model *Problem Based Learning* terfasilitasi media VAK.

Kata kunci: *Problem Based Learning*, media VAK, literasi sains, SMP

ABSTRAK

THE INFLUENCE OF PROBLEM BASED LEARNING FACILITATED WITH VAK MEDIA (VISUAL, AUDIO, KINESTHETIC) ON THE SCIENCE LITERACY ABILITIES OF JUNIOR HIGH SCHOOL STUDENTS

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This research aims to determine the effect of using the Problem Based Learning model facilitated by VAK media on students' scientific literacy skills in environmental pollution material and to determine students' responses to the use of PBL facilitated by VAK media. The research was carried out in the even semester at SMP Negeri 34 Bandar Lampung. The research design used was quasi-experimental with non-equivalent control group design techniques. The population in this study was 210 students divided into 7 classes (VII.1-VII.7). The research sample consisted of 61 students consisting of 30 students in class VII.6 as the experimental class and 31 students in class VII.7 as the control class. The sample was selected using purposive sampling. The experimental class uses the Problem Based Learning model assisted by VAK media, while the control class uses a scientific approach. The types of data in this research are quantitative data, namely test instruments and qualitative, namely in the form of questionnaires. Literacy data was analyzed using an independent sample t-test with the help of the SPSS version 20 application. The research results showed that on average, at a significance level of 5%, a sig. (2-tailed) $0.00 > 0.05$ so that H_1 is accepted and H_0 is rejected. And the average N-Gain in the experimental class was 0.52 with medium criteria, while the control class average N-Gain was 0.28 with low criteria. Thus, there is an influence of the use of PBL assisted by VAK media on the scientific literacy abilities of junior high school students. Student responses regarding the Problem Based Learning model assisted by VAK media were collected using a questionnaire and analyzed with percentages. Students' responses to the Problem Based Learning model assisted by VAK media received an average of 80%, which means that students agreed that they understood better if environmental pollution material was explained using the Problem Based Learning model assisted by VAK media.

Keywords: Problem Based Learning, VAK media, scientific literacy, junior high school