

ABSTRAK

IMPLEMENTASI INSTRUMEN *ASSESSMENT FOR LEARNING* PADA MODEL *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN KEMAMPUAN LITERASI SAINS PESERTA DIDIK

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Tujuan penelitian ini adalah untuk mengetahui apakah instrumen *Assessment for Learning* pada model *Problem Based Learning* dapat meningkatkan kemampuan literasi sains peserta didik. Sampel yang digunakan yaitu peserta didik kelas X.1 SMA Gajah Mada Bandar Lampung Tahun Ajaran 2024/2025. Desain penelitian yang digunakan yaitu *One Group Pretest Posttest*. Teknik pengumpulan data kemampuan literasi sains peserta didik dilakukan dengan cara tes tertulis yaitu *pretest-posttest* berbentuk *essay*. Hasil penelitian menunjukkan bahwa terdapat peningkatan kemampuan literasi sains peserta didik. Hal ini didasarkan dari hasil pengujian hipotesis yang menunjukkan adanya perbedaan kemampuan literasi sains peserta didik berdasarkan *nilai pretest dan posttest* yang dapat dilihat melalui nilai signifikansi pada uji *Paired Sample T-Test* dengan nilai $< 0,05$. Hasil pengujian hipotesis juga didukung oleh hasil perhitungan *N-Gain* sebesar 0,68 dan termasuk kategori sedang.

Kata kunci: *Assessment for Learning* (AfL), Kemampuan Literasi Sains dan *Problem Based Learning* (PBL).

ABSTRACT

IMPLEMENTATION OF ASSESSMENT FOR LEARNING INSTRUMENT IN PROBLEM BASED LEARNING MODELS TO IMPROVE STUDENTS SCIENCE LITERASI SKILLS

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The purpose of this study was to determine whether the Assessment for Learning instrument in the Problem-Based Learning model could improve students' science literacy skills. The sample used was students in class X.1 at Gajah Mada High School in Bandar Lampung for the 2024/2025 academic year. The research design used was a One Group Pretest Posttest. The technique for collecting data on students' science literacy skills was conducted through a written test, specifically a pretest-posttest in essay form. The results of the study indicate that there was an improvement in students' science literacy skills. This is based on the results of hypothesis testing, which showed a difference in students' science literacy skills based on pretest and posttest scores, as evidenced by the significance value in the Paired Sample T-Test with a value < 0.05 . The results of hypothesis testing were also supported by the N-Gain calculation of 0.68, which falls into the moderate category.

Keywords: *Assessment for Learning (AfL), Science Literacy Skills and Problem Based Learning (PBL).*