ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* BERKONTEKS *SOCIOSCIENTIFIC ISSUE* BERBANTU E-LKPD TERHADAP KEMAMPUAN LITERASI SAINS PESERTA DIDIK

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Kemampuan literasi sains merupakan kapasitas seseorang untuk mampu berperan dalam memecahkan permasalahan sains. Namun, tingkat literasi sains peserta didik di Indonesia masih tergolong rendah. Tujuan penelitian ini adalah untuk mengetahui pengaruh model *Problem Based Learning* (PBL) berkonteks *socioscientific issue* terhadap kemampuan literasi sains peserta didik. Kelas XA dan XB di MAN 2 Bandar Lampung ditetapkan sebagai sampel menggunakan teknik *simple random sampling*. Jenis data yang digunakan adalah data kuantitatif. Desain penelitian menggunakan *quasi eksperimental*. Teknik pengumpulan data dilakukan melalui *pretest-posttest* dan angket tanggapan peserta didik. Uji *N-Gain* dilakukan untuk mengukur peningkatan nilai *pretest*-posttest. Hasil *pretest-posttest* menunjukkan bahwa rata-rata nilai *N-Gain* pada kelas eksperimen lebih tinggi dengan hasil 0,43 dengan kategori "sedang" dibandingkan kelas kontrol dengan hasil 0,26 dengan kategori "rendah". Uji hipotesis menggunakan uji *Independent Sample T*-test dengan hasil H_1 diterima dan H_0 ditolak. Berdasarkan hasil uji *effect size*, diperoleh nilai sebesar 1,34 dengan kriteria "sangat tinggi". Berdasarkan hasil tersebut, dapat disimpulkan bahwa penggunaan model PBL berkonteks SSI berbantuan e-LKPD berpengaruh secara signifikan terhadap peningkatan literasi sains peserta didik kelas X di MAN 2 Bandar Lampung. Penelitian ini dapat digunakan sebagai acuan dalam penelitian selanjutnya untuk mengkaji efektivitas model pada jenjang pendidikan dan materi pelajaran yang berbeda.

Kata Kunci: E-LKPD, Kemampuan Literasi Sains, *Problem Based Learning, Socioscientific Issue*

ABSTRACT

THE EFFECT OF A PROBLEM-BASED LEARNING MODEL WITH A SOCIOSCIENTIFIC ISSUE CONTEXT, ASSISTED BY E-LKPD, ON STUDENTS' SCIENCE LITERACY ABILITIES

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Scientific literacy ability is a person's capacity to be able to play a role in solving scientific problems. However, the level of scientific literacy of students in Indonesia is still relatively low. The purpose of this study was to determine the effect of the Problem Based Learning (PBL) model with a socioscientific issue context on students' scientific literacy abilities. Classes XA and XB at MAN 2 Bandar Lampung were designated as samples using a simple random sampling technique. The type of data used was quantitative data. The research design used a quasi-experimental. Data collection techniques were carried out through pretest-posttest and student response questionnaires. The N-Gain test was conducted to measure the increase in pretest-posttest scores. The pretest-posttest results showed that the average N-Gain value in the experimental class was higher with a result of 0.43 in the "moderate" category compared to the control class with a result of 0.26 in the "low" category. Hypothesis testing used the Independent Sample T-test with the results of H1 accepted and H0 rejected. Based on the results of the effect size test, a value of 1.34 was obtained with the criteria of "very high". Based on these results, it can be concluded that the use of the PBL model in the SSI context assisted by e-LKPD has a significant effect on improving the scientific literacy of class X students at MAN 2 Bandar Lampung. This study can be used as a reference in further research to assess the effectiveness of the model at different educational levels and subject matter.

Keywords*:E-LKPD, Scientific Literacy Skills, Problem-Based Learning, Socioscientific Issue*