

ABSTRAK

EFEKTIVITAS INSTRUMEN *ASSESSMENT FOR LEARNING* PADA PEMBELAJARAN BERBASIS PROYEK DALAM MENSTIMULASI KEMAMPUAN LITERASI SAINS DAN BERPIKIR KREATIF PESERTA DIDIK

Oleh

RIZQY FRIDION

Penelitian ini bertujuan untuk mengetahui efektivitas instrumen *Assessment for Learning* pada pembelajaran berbasis proyek dalam menstimulasi kemampuan literasi sains dan berpikir kreatif peserta didik. Sampel yang digunakan yaitu peserta didik kelas X.3 dan X.5 SMAN 1 Ogan Komering Ulu tahun ajaran 2024/2025. Desain penelitian ini menggunakan *Non-equivalent Control Group Design*. Penelitian dengan menggunakan instrumen *Assessment for Learning* pada pembelajaran berbasis proyek dinyatakan efektif dalam menstimulasi kemampuan literasi sains dan berpikir kreatif ditinjau dari skor *N-Gain* masing-masing sebesar 0,65 dan 0,61 yang dikategorikan cukup efektif. Hasil uji hipotesis menunjukkan kemampuan literasi sains dengan nilai *Sig. (2-tailed)* sebesar 0,00 dan kemampuan berpikir kreatif sebesar 0,00. Berdasarkan hasil penelitian disimpulkan bahwa penilaian menggunakan *Assessment for Learning* pada pembelajaran berbasis proyek efektif dalam menstimulasi kemampuan literasi sains dan berpikir kreatif peserta didik.

Kata Kunci: *Assessment for Learning*, *Project Based Learning* (PjBL), Kemampuan Literasi Sains, Kemampuan Berpikir Kreatif.

ABSTRACT

EFFECTIVENESS OF ASSESSMENT FOR LEARNING INSTRUMENTS IN PROJECT BASED LEARNING IN STIMULATING STUDENTS SCIENCE LITERACY AND CREATIVE THINKING ABILITIES

By

RIZQY FRIDION

This study aims to determine the effectiveness of the Assessment for Learning instrument in project based learning in stimulating students science literacy and creative thinking abilities. The sample used was students in grades X.3 and X.5 at SMAN 1 Ogan Komering Ulu in the 2024/2025 academic year. The research design employed a Non-equivalent Control Group Design. The use of the Assessment for Learning instrument in project based learning was found to be effective in stimulating scientific literacy and creative thinking abilities, as evidenced by N-Gain scores of 0,65 and 0,61, respectively which are categorized as sufficiently effective. Supported by the results of the hypothesis test, the Sig. (2-tailed) value for science literacy ability was 0.000 and the Sig. (2-tailed) value for creative thinking ability was 0.000. Based on the research results, it was concluded that assessment using Assessment for Learning in project-based learning is effective in stimulating students science literacy and creative thinking abilities.

Keywords: Assessment for Learning, Project Based Learning (PjBL), Science Literacy Ability, Creative Thinking Ability.