

ABSTRAK

KAJIAN KEMAMPUAN LITERASI SAINS PESERTA DIDIK SMA NEGERI KELAS X DI KOTA METRO PADA MATERI VIRUS DAN PERANANNYA

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Penelitian ini bertujuan mengetahui tingkat literasi sains peserta didik kelas X SMA Negeri di Kota Metro pada materi “Virus dan Peranannya”. Metode yang digunakan adalah kombinasi kuantitatif dan kualitatif dengan desain *ex post facto*. Sampel diambil secara purposive dari SMA Negeri 1 dan SMA Negeri 3 Metro yang terakreditasi A. Instrumen penelitian meliputi tes literasi sains, angket, dan wawancara guru. Hasil menunjukkan skor rata-rata literasi sains di SMA Negeri 1 sebesar 72 (Baik) dan di SMA Negeri 3 sebesar 68 (Cukup). Tiga indikator yang diukur meliputi kemampuan menjelaskan fenomena ilmiah, merancang serta mengevaluasi penyelidikan, dan menafsirkan data. Perbedaan capaian antar sekolah menunjukkan bahwa akreditasi tidak sepenuhnya mencerminkan tingkat literasi sains karena dipengaruhi faktor internal (motivasi, kebiasaan belajar) maupun eksternal (pendekatan pembelajaran, dukungan lingkungan). Disarankan pembelajaran kontekstual dan integratif untuk peningkatan literasi sains.

Kata kunci: kemampuan ilmiah, literasi sains, peserta didik, pembelajaran biologi, virus.

ABSTRACT

STUDY OF SCIENTIFIC LITERACY SKILLS OF 10TH GRADE PUBLIC HIGH SCHOOL STUDENTS IN METRO CITY ON THE TOPIC OF VIRUSES AND THEIR ROLES

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This study aims to determine the scientific literacy level of 10th-grade students in public senior high schools in Metro City on the topic “Viruses and Their Roles.” A mixed-method approach with an ex post facto design was applied. The sample was purposively selected from two accredited schools, SMA Negeri 1 and SMA Negeri 3 Metro. Instruments included a scientific literacy test, student questionnaires, and teacher interviews. Results showed that the average literacy score at SMA Negeri 1 was 72 (Good) and at SMA Negeri 3 was 68 (Fair). The three measured indicators were explaining scientific phenomena, designing and evaluating investigations, and interpreting data and evidence. Differences between schools indicate that accreditation does not fully reflect literacy levels, as outcomes are influenced by internal factors (motivation, study habits) and external factors (teaching approaches, learning environment). The study recommends contextual and integrative learning to improve students’ scientific literacy.

Keywords: *biology education, scientific literacy, scientific reasoning, students, viruses.*