

ABSTRAK

PENGARUH MODEL *DISCOVERY LEARNING* DALAM MENINGKATKAN LITERASI INFORMASI PESERTA DIDIK KELAS V SEKOLAH DASAR

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Permasalahan dalam pembelajaran menunjukkan masih rendahnya kemampuan peserta didik dalam mengelola dan memahami informasi. Hal ini terlihat dari ketidakmampuan memahami perintah soal, kecenderungan menyalin informasi tanpa analisis, serta kurang kritis dalam memilih sumber informasi. Penelitian ini bertujuan untuk mengetahui pengaruh model *Discovery Learning* terhadap literasi informasi peserta didik kelas V sekolah dasar serta mengetahui perbedaan peningkatan literasi informasi antara peserta didik yang menggunakan model *Discovery Learning* dan *Problem Based Learning*. Penelitian ini menggunakan metode *quasi experimental* dengan desain *nonequivalent control group design*. Populasi penelitian adalah seluruh peserta didik kelas V SDN 5 Metro Timur yang berjumlah 41 orang. Penentuan sampel menggunakan teknik *saturated sampling*, yaitu kelas VB sebagai kelas eksperimen dan kelas VA sebagai kelas kontrol. Pengumpulan data dilakukan melalui tes dan non-tes. Analisis data menggunakan regresi linear sederhana dan uji-t. Hasil penelitian menunjukkan nilai Fhitung sebesar 15,912 dengan signifikansi $<0,001$ sehingga model *Discovery Learning* berpengaruh terhadap literasi informasi peserta didik. Hasil uji-t juga menunjukkan $t_{hitung} > t_{tabel}$ sehingga terdapat perbedaan peningkatan literasi informasi yang signifikan antara kedua kelas. Dengan demikian, dapat disimpulkan bahwa model *Discovery Learning* berpengaruh terhadap peningkatan literasi informasi peserta didik.

Kata Kunci: *Discovery Learning*, Literasi Informasi, Sekolah Dasar.

ABSTRACT

THE EFFECT OF THE *DISCOVERY LEARNING* MODEL IN IMPROVING STUDENTS' INFORMATION LITERACY CLASS V PRIMARY SCHOOL

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The learning problem indicated that students had low ability in managing and understanding information. This was reflected in their inability to understand question instructions, the tendency to copy information without analysis, and the lack of critical thinking in selecting information sources. This study aimed to determine the effect of the Discovery Learning model on the information literacy of fifth-grade elementary school students and to identify differences in the improvement of information literacy between students who used the Discovery Learning model and those who used the Problem Based Learning model. This research employed a quasi-experimental method with a nonequivalent control group design. The population consisted of all fifth-grade students at SDN 5 Metro Timur, totaling 41 students. The sampling technique used was saturated sampling, with class VB as the experimental class and class VA as the control class. Data collection was conducted through test and non-test techniques. Data analysis used simple linear regression and t-test. The results showed that the F-count value was 15.912 with a significance value of <0.001 , indicating that the Discovery Learning model had an effect on students' information literacy. The t-test results also showed that t-count was greater than t-table, indicating a significant difference in the improvement of information literacy between the two classes. Therefore, it was concluded that the Discovery Learning model had an effect on improving students' information literacy.

Keywords: Discovery Learning, Information Literacy, Elementary School.