

## ABSTRAK

**Faediatun Magfiroh 1212060034 (2021) :** *“Pengaruh Model PBL Berbasis Isu Sosiosaintifik Pada Materi Pencemaran Lingkungan Terhadap Tingkat Literasi Kritis”*

Di era informasi yang berkembang dengan cepat siswa banyak sekali menerima informasi dari media digital fenomena ini menuntut keterampilan siswa untuk tidak hanya memahami informasi secara teks akan tetapi dapat menganalisis dan menanggapi informasi yang di dapatkan secara kritis yaitu keterampilan literasi kritis. Tujuan penelitian ini untuk mendeskripsikan keterlaksanaan pembelajaran model PBL berbasis isu sosiosaintifik, untuk menganalisis perbedaan tingkat literasi kritis di kelas eksperimen dan kelas kontrol, untuk menganalisis pengaruh model PBL berbasis isu sosiosaintifik pada materi pencemaran lingkungan terhadap tingkat literasi kritis dan untuk mendeskripsikan respon siswa terhadap model PBL berbasis isu sosiosaintifik. Metode penelitian kuantitatif kuasi eksperimen dengan desain *nonequivalent control group* sampel menggunakan teknik *purposive sampling*. Analisis data menggunakan uji *independent sample t test* dan uji *effect size* dengan H1 model PBL berbasis isu sosiosaintifik memiliki pengaruh positif terhadap tingkat literasi kritis siswa. Hasil Penelitian menunjukkan keterlaksanaan model PBL berbasis isu sosiosaintifik dapat di terapkan dengan sangat baik pada materi pencemaran lingkungan, keterampilan literasi kritis siswa kelas eksperimen lebih tinggi dibandingkan kelas kontrol , terdapat perbedaan yang signifikan hasil posttest antara kedua kelas tersebut dan respon siswa terhadap model PBL berbasis isu sosiosaintifik tergolong cukup antusias. Kesimpulannya model PBL berbasis isu sosiosaintifik pada materi pencemaran lingkungan memiliki pengaruh positif terhadap tingkat literasi kritis.

**Kata Kunci :** Literasi Kritis, PBL, Isu Sosiosaintifik, Pencemaran Lingkungan

## ABSTRACT

**Faediatun Magfiroh 1212060034 (2021):** *"The Effect of a Socioscientific Issue-Based Problem-Based Learning (PBL) Model on Critical Literacy Skills in the Topic of Environmental Pollution"*

*In the rapidly developing information era, students are exposed to a vast amount of information through digital media. This phenomenon demands students not only to understand information at the textual level but also to analyze and critically respond to the information they receive this is known as critical literacy skills. The purpose of this study is to describe the implementation of a socioscientific issue-based PBL model, to analyze the differences in critical literacy levels between the experimental and control classes, to examine the effect of the socioscientific issue-based PBL model on students' critical literacy skills in the topic of environmental pollution, and to describe students' responses to the implementation of the model. This research employed a quantitative quasi-experimental method with a nonequivalent control group design. The sample was selected using purposive sampling techniques. Data analysis was conducted using an independent sample t-test and effect size test, with the alternative hypothesis ( $H_1$ ) stating that the socioscientific issue-based PBL model has a positive effect on students' critical literacy skills. The results indicated that the implementation of the socioscientific issue-based PBL model was carried out very effectively in the topic of environmental pollution. Students in the experimental class demonstrated higher levels of critical literacy skills compared to those in the control class. There was a significant difference in post-test results between the two classes. Moreover, students' responses to the PBL model were generally enthusiastic. It can be concluded that the socioscientific issue-based PBL model on the topic of environmental pollution has a positive effect on students' critical literacy skills.*

**Keywords:** Critical Literacy, Problem-Based Learning (PBL), Socioscientific Issues, Environmental Pollution