# ABSTRAK

**Ai'sya Khoirunnisa (1212060006) "Pengaruh Model *Problem Based Learning* (PBL) Berbantu Media Komik Digital Terhadap Literasi Sains Siswa Pada Materi Perubahan Lingkungan"**

Latar belakang penelitian ini didasarkan pada rendahnya hasil literasi sains Indonesia berdasarkan studi PISA, yang disebabkan oleh penggunaan model pembelajaran yang kurang tepat. Penelitian ini bertujuan untuk menganalisis pengaruh model *Problem-Based Learning* (PBL) berbantu media komik digital terhadap literasi sains siswa pada materi perubahan lingkungan. Metode yang digunakan adalah *quasi experiment* dengan desain *non-equivalent control group design*, melibatkan siswa kelas X di SMA IKA tahun ajaran 2024/2025. Instrumen yang digunakan meliputi lembar observasi, soal *pretest* dan *posttest*, serta angket respon siswa. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran di kelas eksperimen sangat baik, dengan aktivitas guru sebesar 92,5% dan aktivitas siswa sebesar 89,1%. Rata-rata nilai *posttest* literasi sains siswa kelas eksperimen adalah 79 dengan N-Gain 0,62 (kategori sedang), sedangkan kelas kontrol memperoleh nilai 71 dengan N-Gain 0,51. Uji-T menunjukkan perbedaan signifikan 0,029 < 0,05, didukung oleh nilai *effect size* sebesar 0,59 (sedang). Respon siswa terhadap pembelajaran juga positif dengan rata-rata 83% di kelas eksperimen. Dengan demikian, dapat disimpulkan bahwa model PBL berbantu komik digital berpengaruh positif dalam meningkatkan literasi sains siswa pada materi perubahan lingkungan.

**Kata Kunci**: *Problem Based Learning*, Literasi Sains, Komik Digital, Perubahan Lingkungan

## *ABSTRACT*

**Ai'sya Khoirunnisa (1212060006) "*The Influence of Problem Based Learning (PBL) Model Assisted by Digital Comic Media on Students' Science Literacy in Environmental Change Material*".**

*The background of this study is based on the low results of Indonesian scientific literacy based on the PISA study, which is caused by the use of inappropriate learning models. This study aims to analyze the effect of the Problem-Based Learning (PBL) model assisted by digital comic media on students' scientific literacy on environmental change material. The method used is a quasi-experiment with a non-equivalent control group design, involving grade X students at SMA IKA in the 2024/2025 academic year. The instruments used include observation sheets, pretest and posttest questions, and student response questionnaires. The results showed that the implementation of learning in the experimental class was very good, with teacher activity of 92.5% and student activity of 89.1%. The average posttest score of students' scientific literacy in the experimental class was 79 with an N-Gain of 0.62 (moderate category), while the control class obtained a score of 71 with an N-Gain of 0.51. The T-test showed a significant difference 0.029 < 0.05, supported by an effect size value of 0.59 (moderate). Student responses to the learning were also positive, with an average of 83% in the experimental class. Thus, it can be concluded that the PBL model assisted by digital comics has a positive effect on improving students' scientific literacy in environmental change.*



***Keywords:*** *Problem Based Learning, Science Literacy, Digital Comics, Environmental Changes.*