

ABSTRAK

Dini Agustia Fauziah (1212060027) : “Pengaruh Model Pembelajaran *Problem Based Learning* (Pbl) Berbasis *Science, Environment, Technology, And Society* Terhadap Peningkatan Keterampilan Literasi Sains Peserta Didik Pada Materi Ekosistem”

Literasi sains merupakan salah satu keterampilan esensial dalam pendidikan abad ke-21. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Problem Based Learning* berbasis *Science, environment, technology, Society* terhadap peningkatan literasi sains peserta didik pada materi ekosistem. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain *non-equivalent control group* dan pendekatan kuantitatif, dilaksanakan di salah satu MTs swasta di kabupaten Purwakarta pada kelas VII-A dan VII-B dipilih dengan teknik sampling jenuh yang berjumlah 70 orang. Keterlaksanaan aktivitas guru dan peserta didik pada kelas eksperimen sangat baik dengan rata-rata aktivitas guru 95% dan rata-rata aktivitas peserta didik 98% sedangkan pada kelas kontrol aktivitas guru dan peserta didik terlaksana dengan baik, dengan rata-rata aktivitas guru 87,1% dan aktivitas peserta didik 77,2%. Peningkatan keterampilan literasi sains pada kelas eksperimen dengan skor *N-Gain* 0,52 dengan kriteria sedang dan pada kelas kontrol memperoleh skor *N-Gain* 0,32 dengan kriteria sedang. Dapat disimpulkan terdapat pengaruh model model PBL berbasis SETS terhadap peningkatan keterampilan literasi sains pada materi ekosistem dengan nilai t-hitung lebih besar dari t-tabel yaitu Sig.2 tailed $0,001 < 0,05$ dan nilai *Effect Size* 0,63 termasuk ke dalam kriteria sedang.

Kata Kunci : *Problem Based Learning, Science, Environment, Technology*, dan *Society*, Literasi Sains, Ekosistem.

ABSTRACT

Dini Agustia Fauziah (1212060027): “*The Influence of the Problem Based Learning (PBL) Learning Model Based on Science, Environment, Technology, and Society on Improving Students' Scientific Literacy Skills in Ecosystem Material*”

Science literacy is one of the essential skills in 21st century education. This study aims to analyze the effect of the Problem-Based Learning model based on Science, Environment, Technology, and Society on improving students' science literacy in ecosystem-related material. The research method used was a quasi-experimental design with a non-equivalent control group and a quantitative approach, conducted at a private MTs school in Purwakarta District, targeting grades VII-A and VII-B, selected using saturated sampling, totaling 70 participants. The implementation of teacher and student activities in the experimental class was very good, with an average teacher activity of 95% and an average student activity of 89%, while in the control class, teacher and student activities were implemented well, with an average teacher activity of 87.1% and an average student activity of 77.2%. The improvement in science literacy skills in the experimental class was 0.52 N-Gain with a moderate criterion, while the control class obtained a score of 0.32 N-Gain with a moderate criterion. It can be concluded that the SETS-based PBL model has an effect on improving science literacy skills in the ecosystem material, with a t-value greater than the t-table value, i.e., Sig. 2-tailed $0.001 < 0.05$, and an Effect Size of 0.63, which falls under the moderate criterion.

Keywords: *Problem-Based Learning, Science, Environment, Technology, and Society, Science Literacy, Ecosystem.*