

ABSTRAK

RHEINA SHOLIHATUS SADIYAH: “Pengaruh Model Pembelajaran *Learning Cycle 5E* Berbantu Media *Nearpod* Terhadap Kemampuan Literasi Sains Siswa Pada Materi Keanekaragaman Hayati”.

Kemampuan literasi sains merupakan aspek penting yang harus dimiliki siswa pada abad 21. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Learning Cycle 5E* berbantu media *Nearpod* terhadap kemampuan literasi sains siswa pada materi keanekaragaman hayati. Penelitian menggunakan pendekatan kuantitatif, metode *quasi* eksperimen dengan desain *pretest posttest non-equivalent control group design*. Instrumen yang digunakan meliputi lembar observasi, lembar tes indikator literasi sains, dan lembar angket kendala. Hasil penelitian menunjukkan bahwa keterlaksanaan aktivitas guru dan siswa mencapai kriteria sangat baik. Pada kelas dengan model *Learning Cycle 5E* berbantu media *Nearpod* nilai *pretest* 46 dan *posttest* 74. Sedangkan kelas tanpa model *Learning Cycle 5E* berbantu media *Nearpod* nilai *pretest* 44 dan *posttest* 65. Hasil uji hipotesis menunjukkan terdapat pengaruh signifikan penggunaan model *Learning Cycle 5E* berbantu media *Nearpod* terhadap kemampuan literasi sains siswa dengan Sig. $0,00 < 0,05$ maka H_0 ditolak dan H_1 diterima, data tersebut diperkuat oleh nilai *effect size* sebesar 0,9 yang menunjukkan kategori berpengaruh besar. Kendala siswa terhadap model *Learning Cycle 5E* berbantu media *Nearpod* memperoleh hasil 9,59% dengan sebagian kecil mengalami kendala selama proses pembelajaran. Maka dapat disimpulkan bahwa terdapat pengaruh model *Learning Cycle 5E* berbantu media *Nearpod* terhadap kemampuan literasi sains siswa pada materi keanekaragaman hayati.

Kata kunci: Keanekaragaman Hayati, Literasi Sains, *Learning Cycle 5E*, *Nearpod*.

ABSTRACT

RHEINA SHOLIHATUS SADIYAH: *"The Effect of the 5E Learning Cycle Model Assisted by Nearpod Media on Students' Scientific Literacy Skills in Biodiversity."*

Scientific literacy skills are an important aspect that students must possess in the 21st century. This study aims to analyze the effect of the 5E Learning Cycle model assisted by Nearpod media on students' scientific literacy skills in biodiversity. The study used a quantitative approach, a quasi-experimental method, with a pretest-posttest non-equivalent control group design. The instruments used included an observation sheet, a scientific literacy indicator test sheet, and a constraint questionnaire. The results showed that the implementation of teacher and student activities met the criteria of "very good." In the class using the 5E Learning Cycle model assisted by Nearpod media, the pretest score was 46 and the posttest score was 74. Meanwhile, in the class without the 5E Learning Cycle model assisted by Nearpod media, the pretest score was 44 and the posttest score was 65. The results of the hypothesis test indicate a significant effect of the Nearpod-assisted 5E Learning Cycle model on students' scientific literacy skills. A value of $0.00 < 0.05$ indicates that H_0 is rejected and H_1 is accepted. This data is supported by an effect size of 0.9, indicating a significant effect. Students reported 9.59% of the challenges they faced with the Nearpod-assisted 5E Learning Cycle model, with a small percentage experiencing challenges during the learning process. Therefore, it can be concluded that the Nearpod-assisted 5E Learning Cycle model has an effect on students' scientific literacy skills in the biodiversity topic.

Keywords: Biodiversity, Learning Cycle, Nearpod, Scientific Literacy.

