

ABSTRAK

Farida Fauziah: “Pengaruh Model RICOSRE Terhadap Keterampilan Literasi Sains Pada Materi Keanekaragaman Hayati.”

Keterampilan literasi sains siswa yang masih rendah menuntut penerapan model pembelajaran yang efektif. Penelitian ini bertujuan menganalisis pengaruh model RICOSRE terhadap keterampilan literasi sains siswa pada materi keanekaragaman hayati. Metode yang digunakan adalah *Quasi Experimental* dengan desain *Nonequivalent Control Group*. Sampel terdiri dari 70 siswa yang dipilih melalui teknik *purposive sampling*. Instrumen penelitian mencakup lembar observasi, soal berindikator keterampilan literasi sains, dan angket respon siswa. Hasil penelitian menunjukkan bahwa keterlaksanaan aktivitas guru dan siswa berada pada kriteria sangat baik. Analisis keterampilan literasi sains kelas eksperimen memperoleh nilai rata-rata *pretest* 30,95 (sangat kurang), *posttest* 82,38 (baik sekali), *N-Gain* 0,75 (tinggi). Sementara itu, kelas tanpa model RICOSRE memperoleh nilai rata-rata *pretest* 28,48 (sangat kurang), *posttest* 65,57 (baik), *N-Gain* 0,52 (kategori sedang). Respon siswa pada pembelajaran menggunakan model RICOSRE tercatat sebesar 84% dengan sebagian besar siswa merespon positif. Berdasarkan hasil penelitian dapat disimpulkan bahwa model RICOSRE berpengaruh signifikan terhadap keterampilan literasi sains siswa pada materi keanekaragaman hayati dengan nilai sig. $0,000 < 0,05$ dan nilai effect size 1,96 dengan kategori besar.

Kata Kunci: Keanekaragaman Hayati, Keterampilan Literasi Sains, Model RICOSRE

ABSTRACT

Farida Fauziah: “*The Effect of the RICOSRE Model on Students' Scientific Literacy Skills in Biodiversity*”

Students' low scientific literacy skills require the application of an effective learning model. This study aims to analyze the effect of the RICOSRE model on students' scientific literacy skills on biodiversity material. The method used was a Quasi Experimental with a Nonequivalent Control Group design. The sample consisted of 70 students selected through a purposive sampling technique. The research instruments included observation sheets, questions indicating scientific literacy skills, and student response questionnaires. The results showed that the implementation of teacher and student activities was in the very good criteria. The analysis of the experimental class's scientific literacy skills obtained an average pretest score of 30.95 (very poor), posttest 82.38 (very good), N-Gain 0.75 (high). Meanwhile, the class without the RICOSRE model obtained an average pretest score of 28.48 (very poor), posttest 65.57 (good), N-Gain 0.52 (moderate category). Student responses to learning using the RICOSRE model were recorded at 84% with most students responding positively. Based on the research results, it can be concluded that the RICOSRE model has a significant effect on students' scientific literacy skills on biodiversity material with a sig. value of $0.000 < 0.05$ and an effect size value of 1.96 with a large category.

Keywords: Biodiversity, RICOSRE Model, Scientific Literacy

