ABSTRAK

Dinda Agnia Nur Kamila (1222060020) "Pengaruh Model *Phenomenon-Based Learning* (PhBL) Terhadap Peningkatan Literasi Sains Peserta Didik pada Materi Perubahan Lingkungan"

Literasi sains pada abad 21 menjadi kemampuan yang penting untuk dimiliki oleh setiap individu. Literasi sains dapat dilatihkan melalui pembelajaran yang menjadikan peserta didik sebagai investigator sehingga mampu mengontruksi pemahamannya secara mandiri. Pembelajaran dengan model *Phenomenon-Based Learning* (PhBL) dapat menjawab kebutuhan tersebut. Tujuan penelitian ini untuk menganalisis pengaruh model pembelajaran *Phenomenon-Based Learning* (PhBL) terhadap peningkatan literasi sains peserta didik pada materi perubahan lingkungan. Penelitian ini menggunakan metode kuasi eksperimen dengan *pretest-posttest control group*, dengan sampel dipilih melalui teknik *purposive sampling*. Hasil penelitian memperoleh nilai keterlaksanaan guru 95% dan aktivitas peserta didik 92% dengan kriteria "Sangat Baik". Peningkatan literasi sains pada kelas eksperimen berada di tingkat tinggi dengan nilai *N-Gain* 0,81. Berdasarkan hasil uji hipotesis (Mann-Whitney U) diperoleh nilai *Sig. (2-tailed)* 0,00 < 0,05, maka H_0 ditolak dan H_1 diterima. Data tersebut diperkuat dengan perolehan nilai *effect size* sebesar 0,63 (sedang). Hasil respon peserta didik terhadap pembelajaran memperoleh kriteria "Sangat Baik" dengan rata-rata sebesar 89%. Berdasarkan penelitian yang telah dilaksanakan, dapat disimpulkan bahwa model pembelajaran *Phenomenon-Based Learning* (PhBL) memberikan pengaruh positif dan signifikan dalam meningkatkan literasi sains peserta didik pada materi perubahan lingkungan.

Kata Kunci : Pembelajaran Berbasis Fenomena, Literasi Sains, Perubahan Lingkungan

ABSTRACT

Dinda Agnia Nur Kamila (1222060020) "*The Influence of the Phenomenon-Based Learning (PhBL) Model on Improving Students' Science Literacy in the Topic of Environmental Change*"

Science literacy in the 21st century is an essential skill for every individual. Science literacy can be developed through learning that positions students as investigators, enabling them to construct their own understanding independently. The Phenomenon-Based Learning (PhBL) model can address this need. The purpose of this study was to analyze the effect of the Phenomenon-Based Learning (PhBL) model on improving students' science literacy in the topic of environmental change. This study employed a quasi-experimental design with a pretest-posttest control group, and the sample was selected using purposive sampling. The results showed a teacher implementation score of 95% and a student activity score of 92%, both rated "Very Good." The improvement in science literacy in the experimental class was at a high level, with an N-Gain value of 0.81. Based on the results of the hypothesis test (Mann-Whitney U), a Sig. (2-tailed) value of 0.00 < 0.05 was obtained; therefore, H0 was rejected and H1 was accepted. These findings are supported by an effect size of 0.63 (moderate). Student responses to the instruction met the "Very Good" criterion, with an average of 89%. Based on the research conducted, it can be concluded that the Phenomenon-Based Learning (PhBL) model has a positive and significant effect on improving students' science literacy regarding environmental change.

Key Words **:** *Phenomenon-Based Learning, Science Literacy, Environmental Change*