

ABSTRAK

HILDA NURANDINI (1222060035) : “Pengaruh Model CTL (*Contextual Teaching and Learning*) berbantuan *Flipbook* terhadap Peningkatan Keterampilan Literasi Sains Peserta Didik pada Materi Perubahan Lingkungan”

Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Contextual Teaching and Learning* (CTL) berbantu *flipbook* terhadap peningkatan keterampilan literasi sains pada materi perubahan lingkungan. Metode yang digunakan adalah *quasi experiment* dengan pendekatan kuantitatif, dengan sampel peserta didik kelas X di salah satu SMA di Bandung pada semester genap tahun ajaran 2025/2026 yang ditentukan melalui *purposive sampling*. Instrumen penelitian meliputi lembar observasi keterlaksanaan pembelajaran, tes keterampilan literasi sains, dan angket respon peserta didik. Hasil penelitian menunjukkan keterlaksanaan pembelajaran pada kelas eksperimen tergolong sangat baik, dengan aktivitas guru 96,76% dan peserta didik 85%, sementara kelas kontrol mencatat aktivitas guru 96,63% dan peserta didik 82%. Kelas eksperimen memperoleh *N-Gain* sebesar 0,71 (kategori tinggi), lebih unggul dibandingkan kelas kontrol yang hanya mencapai 0,44 (kategori sedang). Respon peserta didik terhadap penerapan model CTL berbantu *Flipbook* tergolong baik (78%). Uji hipotesis menghasilkan nilai Sig. (2-tailed) $0,00 < 0,05$, sehingga H_a diterima, didukung oleh *effect size* kategori sedang. Dapat disimpulkan bahwa model CTL berbantuan *flipbook* berpengaruh positif terhadap literasi sains peserta didik. Penelitian ini dapat menjadi alternatif strategi pembelajaran sekaligus referensi bagi guru dalam merancang pembelajaran yang aktif dan berpusat pada peserta didik sesuai tuntutan kurikulum abad ke-21.

Kata Kunci : CTL (*Contextual Teaching and Learning*), *Flipbook*, Keterampilan Literasi Sains, Perubahan Lingkungan

ABSTRACT

HILDA NURANDINI (1222060035) : *“The Effect of the Contextual Teaching and Learning (CTL) Model Assisted by Flipbook on Improving Students' Science Literacy on Environmental Change Material”*

This study analyzes the effect of the Contextual Teaching and Learning (CTL) model assisted by flipbooks on students' scientific literacy in the topic of environmental change. Using a quasi-experimental, quantitative approach, the sample comprised tenth-grade students at a senior high school in Bandung during the 2025/2026 even semester, selected via purposive sampling. Instruments included a learning implementation observation sheet, a scientific literacy test, and a student response questionnaire. Results showed learning implementation in the experimental class was very good, with teacher activity at 96.76% and student activity at 85%, compared to the control class's 96.63% and 82%. The experimental class achieved an N-Gain of 0.71 (high category), surpassing the control class's 0.44 (moderate category). Student responses to the flipbook-assisted CTL model were categorized as good (78%). Hypothesis testing yielded Sig. (2-tailed) = 0.00 < 0.05, so H_a was accepted, supported by a moderate effect size. It is concluded that the flipbook-assisted CTL model positively affects students' scientific literacy. This study offers an alternative learning strategy and reference for teachers in designing active, student-centered instruction aligned with 21st-century curriculum demands.

Keywords: CTL (Contextual Teaching and Learning), Flipbooks, Science Literacy Skills, Environmental Change

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