ABSTRAK

Iki Dzikri Amidan (1212060056): "Perbandingan Literasi Sains Antara Model *Problem Based Learning* (PBL) dan *Discovery Learning* pada Materi Ekosistem"

Literasi sains menjadi salah satu keterampilan penting yang dibutuhkan dalam pembelajaran biologi dan sesuai dengan tuntutan kompetensi abad ke-21. Namun, keterampilan ini masih tergolong rendah karena pembelajaran yang dilakukan guru belum sepenuhnya berorientasi pada setiap indikator literasi sains. Oleh karena itu, penelitian ini bertujuan untuk menganalisis peningkatan kemampuan literasi sains siswa menggunakan model *problem based learning* (PBL) dan *discovery learning* pada materi ekosistem. Metode yang digunakan adalah kuasi eksperimen dengan desain komparasi dan teknik purposive sampling, menggunakan instrumen berupa tes keterampilan literasi sains yaitu pretest dan posttest. Penelitian dilakukan di SMA Prakarya Santi Asromo dengan menggunakan dua kelas, yaitu X-1 menggunakan model *problem based learning* (PBL) dan kelas X-2 menggunakan model *discovery learning*. Hasil keterampilan literasi sains pada kelas menggunakan model *problem based learning* diperoleh nilai rata-rata pretest sebesar 43,17 (sangat kurang), posttest 78,50 (baik), dan N-Gain 0,61 (sedang), sedangkan pada kelas menggunakan model *discovery learning* diperoleh nilai rata-rata pretest sebesar 45,17 (sangat kurang), posttest 69,00 (sedang), dan N-Gain 0,43 (sedang). Hasil uji hipotesis *Mann-Whitney* menunjukkan nilai Sig. (2-tailed) < 0,001 < 0,05 yang berarti terdapat perbedaan signifikan antara kedua model pembelajaran terhadap peningkatan kemampuan literasi sains siswa.

Kata Kunci: Literasi Sains, Problem Based Learning, Discovery Learning, Ekosistem

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ABSTRACT

Iki Dzikri Amidan (1212060056): "A Comparison of Science Literacy Between the Problem-Based Learning (PBL) and Discovery Learning Models in Ecosystem Instruction"

Science literacy is one of the important skills needed in biology learning and is in accordance with the demands of 21st century competencies. However, this skill is still relatively low because the learning carried out by teachers is not fully oriented to every science literacy indicator. Therefore, this study aims to analyze the improvement of students' science literacy skills using problem based learning (PBL) models and discovery learning on ecosystem materials. The method used is a quasi-experiment with comparative design and purposive sampling techniques, using instruments in the form of science literacy skill tests, namely pretest and posttest. The research was conducted at SMA Prakarya Santi Asromo using two classes, namely X-1 using the problem-based learning (PBL) model and class X-2 using the discovery learning model. The results of science literacy skills in the classroom using the problem-based learning model obtained an average pretest score of 43,17 (very poor), posttest 78,50 (good), and N-Gain 0,61 (moderate), while in the class using the discovery learning model, an average pretest score of 45,17 (very poor), posttest 69,00 (moderate), and N-Gain 0,43 (moderate). The results of the Mann-Whitney hypothesis test showed a Sig. (2-tailed) value < 0.001 < 0.05 which means that there is a significant difference between the two learning models in improving students' science literacy skills.

***Keywords**: Science Literacy, Problem Based Learning, Discovery Learning, Ecosystem*

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