ABSTRAK

NABILA FIRIZQI AZMI : "Pengaruh Model Pembelajaran *Guided inquiry* Terhadap Peningkatan Kemampuan Literasi Sains Pada Materi Sistem Pertahanan Tubuh"

Kemampuan literasi sains perlu dikembangkan dalam pembelajaran biologi agar peserta didik mampu memahami dan menerapkan konsep ilmiah. Penelitian ini mengkaji pengaruh model pembelajaran *guided inquiry* terhadap peningkatan kemampuan literasi sains peserta didik pada materi sistem pertahanan tubuh. Penelitian menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *pretest-posttest non-equivalent control group design*. Instrumen penelitian meliputi lembar observasi, tes literasi sains sebanyak 14 soal, dan angket respons peserta didik. Hasil penelitian menunjukkan bahwa keterlaksanaan aktivitas guru dan peserta didik pada kelas eksperimen masing-masing mencapai 96% dan 89% dengan kategori sangat baik. Nilai rata-rata *pretest* dan *posttest* kelas eksperimen masing-masing sebesar 48,45 dan 81,57, sedangkan kelas kontrol sebesar 48,65 dan 73,60. Hasil uji hipotesis menunjukkan nilai signifikansi 0,000 ($p < 0,05$) dengan *effect size* sebesar 1,261. Respons peserta didik pada kelas eksperimen mencapai 87%, sedangkan kelas kontrol mencapai 81%, keduanya berkategori sangat baik. Dengan demikian, model pembelajaran *guided inquiry* berpengaruh signifikan terhadap peningkatan kemampuan literasi sains peserta didik pada materi sistem pertahanan tubuh.

Kata Kunci: *Guided inquiry*, Literasi Sains, Sistem Pertahanan Tubuh.

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ABSTRACT

NABILA FIRIZQI AZMI : *"The Effect of the Guided inquiry Learning Model on the Improvement of Scientific Literacy Skills in the Human Immune System Topic"*

Scientific literacy needs to be developed in biology learning to enable students to understand and apply scientific concepts. This study aimed to analyze the effect of the guided inquiry learning model on improving students' scientific literacy skills in the human immune system topic. This study employed a quantitative approach using a quasi-experimental method with a pretest-posttest non-equivalent control group design. The research instruments consisted of an observation sheet, a 14-item scientific literacy test, and a student response questionnaire. The results showed that the implementation of teacher and student activities in the experimental class reached 96% and 89%, respectively, both categorized as very good. The mean pretest and posttest scores in the experimental class were 48.45 and 81.57, respectively, while those in the control class were 48.65 and 73.60. The hypothesis test yielded a significance value of 0.000 ($p < 0.05$), with an effect size of 1.261. Student responses reached 87% in the experimental class and 81% in the control class, both categorized as very good. Therefore, the guided inquiry learning model had a significant effect on improving students' scientific literacy skills in the human immune system topic.

Keywords: *Guided inquiry, Human Immune System, Scientific Literacy*

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