

ABSTRAK

Intan Lestari (1192060048): Pengaruh Model *Guided Inquiry Learning* Terhadap Kemampuan Literasi Numerasi Siswa pada Materi Ekosistem

Terjadi penurunan tingkat kemampuan literasi numerasi yang dialami siswa di Indonesia menurut survey terakhir oleh PISA (*Programme for International Student Assessment*). Kemampuan literasi numerasi merupakan salah satu kemampuan literasi yang penting dikuasai siswa saat ini. Penelitian bertujuan untuk menganalisis pengaruh model *Guided Inquiry Learning* terhadap kemampuan literasi numerasi siswa pada materi ekosistem. Penelitian ini menggunakan metode Eksperimen dengan jenis penelitian *Quasi Experiment* dan menggunakan rancangan penelitian *Nonequivalent Control Group Design*. Sampel dipilih melalui teknik *Random Sampling* pada salah satu SMA Negeri di Kabupaten Bandung. Keterlaksanaan aktifitas guru peneliti dan siswa mencapai kriteria terlaksana sangat baik. Kemampuan literasi numerasi mengalami peningkatan pada kelas eksperimen dengan kriteria sedang dan *N-Gain* sebesar 0,30 serta kelas kontrol dengan kriteria rendah dan *N-Gain* sebesar 0,25. Hasil uji hipotesis menunjukkan bahwa terdapat pengaruh terhadap kemampuan literasi numerasi siswa yang memperoleh pembelajaran *Guided Inquiry* dengan nilai *t*-hitung (6,135) lebih besar daripada *t*-tabel (1,699). Persentase respon siswa terhadap model pembelajaran dan materi ekosistem pada kelas eksperimen yang menunjukkan bahwa peserta didik memiliki ketertarikan yang kuat untuk mempelajari materi ekosistem menggunakan model *Guided Inquiry Learning*. Hasil penelitian disimpulkan bahwa model *Guided Inquiry Learning* berpengaruh terhadap kemampuan literasi numerasi siswa

Kata Kunci : Kemampuan Literasi Numerasi, Model *Guided Inquiry Learning*, Materi Ekosistem.

ABSTRACT

Intan Lestari (1192060048): *The effect of the Guided Inquiry Learning Model on Student Numerical Literacy in Ecosystem Materials*

There has been a decrease in the level of numeracy literacy experienced by students in Indonesia according to the latest survey by PISA (Programme for International Student Assessment). Numerical literacy skills is one of the literacy skills that is important to master by student today. The research aims to analyze the effect of the *Guided Inquiry Learning* model on students' numeracy literacy skills in Ecosystem material. This research uses *Quasi Experiment* method and using the *Nonequivalent Control Group Design* for the research design. The sample was selected through the *Random Sampling* technique at one of the public high schools in Bandung. The implementation of the activities of the research teacher and students reached the criteria of very good implementation. Numerical literacy skills increased in the experimental class with medium criteria and an *N- Gain* of 0,25 and a control class with low criteria and an *N- Gain* of 0,30. The results of the hypothesis test show that there is an influence on the ability of self numeracy literacy that receives *Guided Inquiry learning* with a t-count value (6,135) greater than t-table (1,699). Percentage, student responses included learning models and ecosystem materials in experiments class showing that students have an interest, which is strong enough to learn ecosystem materials using the *Guided Inquiry Learning* model. The results of the study concluded that the *Guided Inquiry Learning* model had an effect on the numerical literacy skills on student.

Keywords : Literacy numerical skills, *Guided Inquiry Learning Model*, Ecosystem Materials.