# ABSTRAK

**Riska Apriliani Amalia (1202060083) :** Pembelajaran Model *Problem Based Learning* Berbasis *Flipped Classroom* Terhadap Keterampilan Literasi Sains Pada Materi Sistem Ekskresi

Penelitian ini dilatarbelakangi rendahnya keterampilan literasi sains siswa, sehingga perlu adanya penggunaan model interaktif disertai pendekatan yang mendukung untuk memastikan siswa memahami dengan baik, khususnya materi sistem ekskresi. Penelitian ini bertujuan untuk mendeskripsikan keterlaksanaan pembelajaran, menganalisis peningkatan keterampilan literasi sains, dan mendeskripsikan respon siswa terhadap model PBL berbasis *Flipped Classroom*. Dengan jumlah siswa masing-masing 34 orang, kelas VIII E dijadikan sebagai kelas eksperimen dan kelas VIII D dijadikan sebagai kelas kontrol. Berdasarkan hasil keterlaksanaan guru diperoleh nilai 100% dan siswa diperoleh nilai 98,86% dengan kategori sangat terlaksana. Di kelas eksperimen perolehan skor nilai rata-rata keterampilan literasi sains pada tahap pretest sebesar 56,29 dan pada tahap postest sebesar 86,94, nilai n-gain 0,72 (tinggi), sedangkan kelas kontrol perolehan skor nilai rata-rata keterampilan literasi sains pada tahap pretest sebesar 50,00 29 dan pada tahap postest sebesar 66,29, nilai n-gain 0,33 (sedang). Tingkat signifikansi uji t sebesar 0,000 < 0,05 artinya terdapat pengaruh penggunakan model PBL berbasis *Flipped Classroom* terhadap keterampilan literasi sains. Ditunjukan oleh kelas dengan model PBL berbasis *Flipped Classroom* mengalami peningkatan yang tinggi. Diperkuat dengan perolehan nilai effect size sebesar 1,8 yang menunjukkan kategori mempunyai pengaruh besar. Model PBL berbasis *Flipped Classroom* mendapat respon siswa sebesar 91,09% berkategori sangat baik. PBL berbasis *Flipped Classroom* dapat meningkatkan keterampilan literasi sains siswa.

**Kata kunci:** Flipped Classroom, Keterampilan Literasi Sains, PBL

# ABSTRACT

**Riska Apriliani Amalia (1202060083):** *Problem Based Learning Model Based on Flipped Classroom for Scientific Literacy Skills in Excretory System Material.*

*This research is motivated by students' low scientific literacy skills, so it is necessary to use interactive models accompanied by supportive approaches to ensure students understand well, especially the excretory system material. This research aims to describe the implementation of learning, analyze the increase in scientific literacy skills, and describe student responses to the Flipped Classroom-based PBL model. With 34 students each, class VIII E was used as the experimental class and class VIII D was used as the control class. Based on the results of the teacher's implementation, a score of 100% was obtained and students obtained a score of 98.86% in the very successful category. In the experimental class the average score for scientific literacy skills at the pretest stage was 56.29 and at the posttest stage it was 86.94, the n-gain value was 0.72 (high), while the control class obtained the average score for literacy skills. science at the pretest stage was 50.00 29 and at the posttest stage was 66.29, the n-gain value was 0.33 (medium). The significance level of the t test is 0.000 <0.05, meaning that there is an influence of using the Flipped Classroom-based PBL model on scientific literacy skills. It is shown that the class with the PBL model based on Flipped Classroom experienced a high increase. Strengthened by the acquisition of an effect size value of 1.8, which shows the category has a large influence. The Flipped Classroom-based PBL model received a student response of 91.09% in the very good category. Flipped Classroom-based PBL can improve students' scientific literacy skills.*

***Keywords:*** *Flipped Classroom, Science Literacy Skills, PBL*