

ABSTRAK

Dila Nur Fadila: “Perbandingan Kemampuan Literasi Sains Siswa Antara Model Pembelajaran *Children Learning In Science* dengan Model *Discovery Learning* Pada Materi Ekosistem”

Literasi sains merupakan aspek berpikir tingkat tinggi yang dapat menunjang penguasaan *science dan technology* pada Abad ke-21. Penelitian ini bertujuan untuk menganalisis perbedaan kemampuan literasi sains siswa antara model pembelajaran *children learning in science* dengan model *discovery learning* pada materi ekosistem. Jenis penelitian ini menggunakan *Weak Eksperimen* dengan desain penelitian *Comparison Group Design*. Instrumen penelitian menggunakan lembar observasi keterlaksanaan pembelajaran, soal tes uraian yang dibuat berdasarkan indikator literasi sains, dan lembar angket respon siswa. Keterlaksanaan aktivitas guru dan siswa secara keseluruhan pada model pembelajaran CLIS maupun DL mencapai kriteria sangat baik pada setiap pertemuan. Peningkatan kemampuan literasi sains siswa pada kelas CLIS diperoleh *N-Gain* sebesar 0,60 berkriteria sedang. Kelas DL diperoleh *N-Gain* sebesar 0,51 berkriteria sedang. Hasil uji *t test* menunjukkan nilai sig.(2 tailed) 0,000 maka H_0 ditolak dan H_1 diterima. Dapat disimpulkan bahwa kemampuan literasi sains siswa dengan model CLIS lebih baik dari pada literasi sains siswa dikelas dengan model pembelajaran DL pada materi ekosistem.

Kata Kunci : Children Learning In Science, Discovery Learning, Literasi Sains, Ekosistem

ABSTRACT

Dila Nur Fadila: “Comparison of Students' Science Literacy Skills Between the Children Learning In Science Learning Model and the Discovery Learning Model on Ecosystem Material”

Science literacy is a high-level thinking aspect that can support mastery of science and technology in the 21st century. This study aims to analyze the differences in students' science literacy abilities between the CLIS learning model and the DL model on ecosystem material. This type of research uses a weak experiment with a Comparison Group Design. The research instrument uses an observation sheet for the implementation of learning, essay test questions made based on science literacy indicators, and a student response questionnaire sheet. The implementation of teacher and student activities as a whole in the CLIS and DL learning models reached very good criteria at each meeting. The increase in students' science literacy abilities in the CLIS class obtained an N-Gain of 0.60 with moderate criteria. The DL class obtained an N-Gain of 0.51 with moderate criteria. The results of the t-test H_0 were rejected and H_1 was accepted. It can be concluded that students' science literacy abilities with the CLIS model are better than students' science literacy in the class with the DL learning model on ecosystem material

Keywords: *Children Learning In Science, Discovery Learning, Science Literacy, Ecosystem*

