ABSTRAK

Ulfa Zahrani (1202060106) : Pengaruh Penggunaan E-Modul Berbasis *Socio-Scientific Issues* Terhadap Literasi Lingkungan Siswa Pada Materi Perubahan Lingkungan.

Pembelajaran abad ke-21 menuntut siswa untuk menguasai literasi lingkungan. Berdasarkan hasil wawancara kemampuan literasi lingkungan siswa kelas X masih dikategorikan rendah. Upaya yang dapat dilakukan untuk melatih literasi lingkungan siswa adalah dengan menciptakan proses pembelajaran yang menarik minat belajar siswa, salah satunya dengan menggunakan bahan ajar berupa E-Modul berbasis *socio-scientific issue.* Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan E-Modul berbasis *socio-scientific issues* terhadap literasi lingkungan siswa pada materi perubahan lingkungan. Metode penelitian yang digunakan adalah *quasi eksperiment* dengan pendekatan kuantitatif. Data hasil penelitian menunjukkan bahwa keterlaksanaan aktivitas pembelajaran memperoleh kategori sangat baik, dengan rata-rata presentase aktivitas guru sebesar 94% dan siswa sebesar 89%. Hasil literasi lingkungan siswa kelas eksperimen memperoleh *N-Gain* sebesar 0,60 dengan kategori sedang dan kelas kontrol sebesar 0,41 dengan kategori sedang. Hasil uji hipotesis menunjukkan Sig. 2-tailed (0,001) < Ttabel 0,05 artinya H_0 ditolak dan H_1 diterima. Hasil rata-rata respon siswa memperoleh kategori sangat kuat dengan presentase sebesar 83%. Berdasarkan data hasil tersebut disimpulkan bahwa penggunaan E-Modul berbasis *Socio-scientific Issues* berpengaruh positif terhadap literasi lingkungan siswa pada materi perubahan lingkungan.

Kata Kunci: Literasi Lingkungan, E-Modul, *Socio-scientific Issues*

ABSTRACT

Ulfa Zahrani (1202060106) : *The Effect of Using E-Modules Based on Socio-Scientific Issues on Students' Environmental Literacy in Environmental Change Material.*

21st century learning requires students to master environmental literacy. Based on the results of the interview, the environmental literacy skills of class X students are still categorized as low. Efforts that can be made to train students' environmental literacy are to create a learning process that attracts students' interest in learning, one of which is by using teaching materials in the form of E-Modules based on socio-scientific issues. This study aims to analyze the effect of using E-Modules based on socio-scientific issues on students' environmental literacy in the material on environmental change. The research method used is a quasi-experimental with a quantitative approach. The research data shows that the implementation of learning activities is categorized as very good, with an average percentage of teacher activity of 94% and students of 89%. The results of the environmental literacy of students in the experimental class obtained an N-Gain of 0.60 with a moderate category and the control class of 0.41 with a moderate category. The results of the hypothesis test show Sig. 2-tailed (0.001) < Ttable 0.05 meaning that H0 is rejected and H1 is accepted. The average results of student responses are categorized as very strong with a percentage of 83%. Based on the results of the data, it is concluded that the use of E-Modules based on Socio-scientific Issues has a positive effect on students' environmental literacy in the material on environmental change.

Keyword: *Environmental Literacy, E-Modules, Socio-Scientific Issues*