

Yenny Arifah Maulidatin Nisa'. 2025. *Penerapan Model Pembelajaran Problem Based Learning Berbantuan LKPD Terhadap Kemampuan Literasi Sains Siswa SMP*. Skripsi, Program Studi Pendidikan IPA, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura, Pembimbing: Eva Ari Wahyuni.

ABSTRAK

Kemampuan literasi sains siswa masih tergolong rendah karena pembelajaran cenderung berpusat pada guru. Tujuan penelitian ini untuk mengetahui perbedaan kemampuan literasi sains, peningkatan literasi sains aspek kompetensi, keterlaksanaan pembelajaran, serta respon siswa terhadap penerapan model PBL berbantuan LKPD materi ekologi dan keanekaragaman hayati. Metode yang digunakan adalah kuantitatif eksperimen dengan *nonequivalent control group design*. Sampel terdiri dari 64 siswa kelas VII SMPN 1 Kamal tahun ajaran 2024/2025 yang dipilih melalui *purposive sampling*. Instrumen yang digunakan meliputi tes literasi sains, lembar observasi, dan angket. Hasil uji validitas menunjukkan skor modul ajar menghasilkan skor 100%, LKPD 98,83%, lembar keterlaksanaan pembelajaran 100%, angket respons siswa 100%, tes literasi sains menghasilkan 96,88% (kategori sangat valid). Hasil uji reliabilitas menunjukkan skor modul ajar 100%, LKPD 98,66%, lembar keterlaksanaan pembelajaran 100%, angket respons siswa 100%, soal tes literasi sains 96,43% (kategori reliabel). Hasil penelitian menunjukkan adanya perbedaan signifikan antara kelas eksperimen dan kontrol ($p = 0,000 < 0,05$). Peningkatan literasi sains pada kelas eksperimen berada pada kategori tinggi dengan rata-rata 0,72%. Rata-rata persentase keterlaksanaan pembelajaran 100% dengan kategori sangat baik, dan respons siswa tergolong sangat baik dengan persentase 84,85%. Penelitian ini menunjukkan bahwa penerapan model PBL berbantuan LKPD berpengaruh positif terhadap kemampuan literasi sains siswa.

Kata Kunci: Model pembelajaran *problem based learning*, LKPD, Literasi sains

Yenny Arifah Maulidatin Nisa'. 2025. *Implementation of Problem Based Learning Model - LKPD in Junior High School Students' Science Literacy Skills*. Thesis. Science Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University Madura, Advisor: Eva Ari Wahyuni.

ABSTRACT

Student's scientific literacy skills are low level due to teacher centered learning. The purpose of this study is to determine of science literacy in competence, learning implementation and students's responses in problem based learning (PBL)-LKPD- ecology and biodiversity material. The method used quantitative experiments with nonequivalent *control group design*. The sample 64 students on VII grade of SMPN 1 Kamal in the 2024/2025 academic year who selected by purposive *sampling*. The instruments used science literacy tests, observation, and questionnaires. The results of the validity test showed that the module score produced 100%, LKPD 98.83%, learning implementation 100%, student response questionnaire 100%, science literacy test produced 96.88% (all very valid). The results of the reliability test showed that the module score 100%, LKPD 98.66%, learning implementation 100%, student response questionnaire 100%, science literacy test 96.43% (all reliable). The results of the study showed a significant difference between the experimental and control classes ($p = 0.000 < 0.05$). The increase in science literacy in the experimental class was in the high category with an average of 0.72%. The average percentage of learning implementation was 100% in a very good category, and student responses were classified is very good with a percentage of 84.85%. This study showed that the application of the PBL model - LKPD has a positive effect on students' scientific literacy abilities.

Keywords: Problem based learning model, LKPD, Scientific literacy