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ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan keterampilan literasi sains siswa antara kelas eksperimen dengan kelas kontrol, mengetahui peningkatan keterampilan literasi sains siswa setelah diterapkan model *Problem Based Learning* berbantuan *Google Classroom*, mengetahui keterlaksanaan penerapan model *Problem Based Learning* berbantuan *Google Classroom* terhadap literasi sains siswa, serta mengetahui respons siswa setelah diterapkan model *Problem Based Learning* berbantuan *Google Classroom* terhadap literasi sains siswa. Jenis penelitian yang digunakan berupa penelitian eksperimen, *quasi experiment* dengan pendekatan kuantitatif dan menggunakan teknik *nonprobability sampling* dengan desain *purposive sampling* yang dilakukan di UPTD SMPN 1 Arosbaya tahun ajaran 2024/2025. Populasi yang digunakan yaitu semua siswa kelas VIII, sedangkan sampel yang digunakan yaitu kelas VIII-C (kelas eksperimen) dan kelas VIII-F (kelas kontrol). Teknik pengumpulan menggunakan tes, observasi keterlaksanaan pembelajaran, angket, dan dokumentasi. Hasil penelitian menunjukkan bahwa: 1) terdapat perbedaan kemampuan literasi sains antara kelas eksperimen dengan signifikansi *posttest* 0,000, 2) peningkatan kemampuan literasi sains siswa berdasarkan *N-Gain Score* pada kelas eksperimen sebesar 0,66 dengan kategori sedang, sedangkan kelas kontrol sebesar 0,22 dengan kategori rendah, 3) keterlaksanaan pembelajaran menggunakan *Problem Based Learning* berbantuan *Google Classroom* terlaksana dengan sangat baik dengan presentase 100%, 4) respons siswa terhadap penerapan sangat baik *Problem Based Learning* berbantuan *Google Classroom* sangat baik. Kesimpulan dari penelitian ini yaitu penerapan *Problem Based Learning* berbantuan *Google Classroom* dapat meningkatkan literasi sains siswa.

Kata kunci: *Google Classroom*, literasi sains, *Problem Based Learning*

Layly Sailatus Sa'adah.2025. *The Effect of Problem-Based Learning Assisted by Google Classroom on Improving Students' Scientific Literacy*. Thesis, Science Education Study Program, Faculty of Teacher Training and Education, University of Trunojoyo, Madura. Advisor : Try Hartiningsih.

ABSTRACT

This study aims to determine the differences in students' scientific literacy skills between the experimental class and the control class, to determine the increase in students' scientific literacy skills after the implementation of the Problem Based Learning model assisted by Google Classroom, to determine the implementation of the Problem Based Learning model assisted by Google Classroom on students' scientific literacy, and to determine students' responses after the implementation of the Problem Based Learning model assisted by Google Classroom on students' scientific literacy. The type of research used is experimental research, quasi-experiment with a quantitative approach and using nonprobability sampling techniques with a purposive sampling design conducted at the UPTD SMPN 1 Arosbaya in the 2024/2025 academic year. The population used was all students of grade VIII, while the samples used were class VIII-C (experimental class) and class VIII-F (control class). The collection technique used tests, observations of learning implementation, questionnaires, and documentation. The results of the study showed that: 1) there was a difference in scientific literacy skills between the experimental class with a posttest significance of 0.000, 2) an increase in students' scientific literacy skills based on the N-Gain Score in the experimental class was 0.66 with a moderate category, while the control class was 0.22 with a low category, 3) the implementation of learning using Problem Based Learning assisted by Google Classroom was carried out very well with a percentage of 100%, 4) students' responses to the implementation of Problem Based Learning assisted by Google Classroom were very good. The conclusion of this study is that the implementation of Problem Based Learning assisted by Google Classroom can improve students' scientific literacy.

Keywords: *Google Classroom, scientific literacy, Problem Based Learning*