

ABSTRAK

Sri Melindayani, 2021. *Pengaruh Metode Pemberian Tugas berbasis Eksperimen terhadap Kemampuan Literasi Sains Materi IPA Siswa Kelas V SD Telkom Makassar.* Tesis Magister Pendidikan Dasar Program Pascasarjana Universitas Muhammadiyah Makassar. Pembimbing I oleh Muhiddin dan pembimbing II oleh Evi Ristiana.

Penelitian ini bertujuan untuk mengetahui proses penggunaan *Metode Pemberian Tugas* Terhadap Literasi Sains murid kelas V SD Telkom Makassar

Jenis penelitian eksperimen yang digunakan *Quasi Eksperimental* desain *pretest-posttest control group*. Sampel Penelitian yaitu SD Telkom Makassar berjumlah 83 siswa terdiri 41 laki-laki dan 42 perempuan. Teknik Pengumpulan data berupa Observasi, dokumentasi dan tes. Teknik Analisis data dilakukan perhitungan Statistik *Independent t-test*

Analisis data digunakan uji t setelah dilakukan uji prasyarat yaitu uji normalitas dan homogenitas. Hasil penelitian menunjukkan bahwa hasil belajar siswa dilihat dari rata-rata *Posttest* kelas Eksperimen yaitu 89,82 sedangkan pada kelas kontrol yaitu 85,18. Hasil analisis terhadap hasil belajar yang dibuktikan dari nilai signifikansi pada output *Independent Sample Test* yaitu $0.00 < 0.05$ yang berarti bahwa H_0 ditolak dan H_1 diterima atau $t_{hitung} > t_{tabel}$ ($4.534 > 2.00665$) yang berarti bahwa terdapat ada perbedaan literasi sains siswa pada penggunaan *Metode Pemberian Tugas* berbasis eksperimen dan pembelajaran konvensional.

Kata Kunci : *Metode Pemberian Tugas*, eksperimen, Literasi Sains

ABSTRACT

Sri Melindayani, 2021. The Effect of Assign Tasks on Science Literacy Skills in Science Materials for Class V Telkom Elementary School Makassar. Thesis of Primary Education Postgraduate Program, University of Muhammadiyah Makassar. Supervised by Muhiddin and Evi Ristiana.

This study aims to determine the process of using Assign Tasks on Science Literacy for fifth grade students of Telkom Elementary School Makassar.

This type of research used experimental Quasi-experimental designs pretest-posttest control group. The research samples were Telkom Elementary School Makassar that consisted of 83 students with 41 male and 42 female. Data collection techniques were observation, documentation and tests. Techniques of data analysis were carried out through statistical calculations independent t-test.

Data analysis was used t-test after testing the prerequisites, namely normality and homogeneity tests. The results showed that the students' learning outcomes were seen from the average of posttest at the Experiment class were 89.82, while in the control class were 85.18. The results of the analysis of learning outcomes as proven by the significance value at the output of Independent Sample Test was $0.00 < 0.05$ which means that H_0 is rejected and H_1 is accepted or $t_{count} > t_{table}$ ($4,534 > 2,0665$) which means that there was a difference in students' scientific literacy at the application of Assign Tasks compare to conventional learning.

Keywords: *Assign Tasks, Scientific Literacy*

