

ABSTRAK

Junaedah. Pengaruh Model *Project Based Learning* Terhadap Kemampuan Literasi Sains dan Hasil Belajar IPA Konsep Sumber Energi Kelas IV Siswa SDI Hombes Armed Kabupaten Gowa. Dibimbing oleh **Nurlina dan Hartono Bancong.**

Tujuan penelitian adalah untuk menganalisis 1) pengaruh Model *Project Based Learning* terhadap kemampuan literasi sains konsep sumber energi kelas IV; 2) Pengaruh Model *Project Based Learning* terhadap hasil belajar IPA konsep sumber energi kelas IV; 3) Pengaruh Model *Project Based Learning* terhadap kemampuan literasi sains dan hasil belajar IPA konsep sumber energi kelas IV SDI Hombes Armed Kabupaten Gowa. Jenis penelitian ini menggunakan desain *Nonequivalent control Group Desain*. Jumlah sampel dalam penelitian ini adalah 60 orang, yang terdiri dari 30 orang kelas kontrol dan 30 orang kelas eksperimen. Metode pengumpulan data yang digunakan yaitu tes hasil belajar untuk mengukur hasil belajar, soal literasi sains untuk mengukur kemampuan literasi sains, dan dokumentasi. Teknik analisis data yang digunakan yaitu pendekatan statistik deskriptif dan analisis inferensial, dan uji hipotesis.

Hasil penelitian yang didapatkan adalah 1) kemampuan literasi sains dengan nilai Sig. $0,000 < 0,05$ maka H_0 di tolak dan H_a diterima dengan kesimpulan bahwa terdapat pengaruh model pembelajaran *Project Based Learning* terhadap kemampuan literasi sains siswa pada muatan pembelajaran IPA kelas IV SDI Hombes Armed; 2) hasil belajar siswa adalah $0,000 < 0,05$ maka H_0 di tolak dan H_a diterima dengan kesimpulan bahwa terdapat pengaruh model pembelajaran *Project Based Learning* terhadap hasil belajar siswa pada muatan pembelajaran IPA kelas IV SDI Hombes Armed; 3) Uji hipotesis manova adalah $0,000 < 0,05$ maka H_0 di tolak dan H_a diterima dengan kesimpulan bahwa terdapat pengaruh model pembelajaran *Project Based Learning* terhadap kemampuan literasi sains dan hasil belajar siswa pada muatan pembelajaran IPA kelas IV SDI Hombes Armed. Maka dapat disimpulkan bahwa pembelajaran dengan menggunakan *model Project Based Learning* dapat mempengaruhi kemampuan literasi sains dan hasil belajar siswa pada materi konsep sumber energi kelas IV SDI Hombes Armed.

Kata kunci: model pembelajaran *Project Based Learning*; literasi sains; hasil belajar.

ABSTRACT

Junaedah, 2023. The Effect of the Project Based Learning Model on Scientific Literacy Ability and Science Learning Outcomes of Energy Sources Concept for Class IV Students of SD Hombes Armed, Gowa Regency. Supervised by Nurlina and Hartono Bancong.

The research objectives were to analyze 1) the effect of the Project Based Learning Model on the scientific literacy skills of the fourth-grade energy sources concept; 2) The effect of the Project Based Learning Model on learning outcomes of the science energy sources concept at class IV; 3) The effect of the Project Based Learning Model on scientific literacy skills and science learning outcomes energy sources concept for class IV SD Hombes Armed, Gowa Regency. This type of research used the Nonequivalent control group design. The number of samples in this study were 60 students, consisting of 30 students in the control class and 30 students in the experimental class. The data collection method used was a learning achievement test to measure learning outcomes, scientific literacy questions to measure scientific literacy abilities, and documentation. Data analysis techniques used were descriptive statistical approaches and inferential analysis, and hypothesis testing.

The research results obtained are 1) scientific literacy skills with a Sig. 0.000 < 0.05, then H_0 is rejected and H_a is accepted with the conclusion that there is an influence of the Project Based Learning learning model on students' scientific literacy abilities in the science learning content of class IV SD Hombes Armed; 2) student learning outcomes are 0.000 < 0.05, then H_0 is rejected and H_a is accepted with the conclusion that there is any effect of the Project Based Learning learning model on student learning outcomes in science learning content for class IV SD Hombes Armed; 3) The Manova hypothesis test is 0.000 < 0.05, so H_0 is rejected and H_a is accepted with the conclusion that there is any influence of the Project Based Learning learning model on scientific literacy skills and student learning outcomes in science learning concept for class IV SD Hombes Armed. So it can be concluded that learning using the project-balanced learning model can affect scientific literacy abilities and student learning outcomes in the concept material of energy sources class IV SD Hombes Armed.

Keywords: Project Based Learning Model, Scientific Literacy, Learning Outcomes

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Abstract
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