

ABSTRAK

Mayrosa, NIM. 4201151014. Pengaruh Problem Based Learning terintegrasi Etnosains terhadap Literasi Sains pada Materi Suhu, Kalor dan Pemuain di SMP Negeri 3 Tigapanah.

Tujuan penelitian *quasi eksperimen* ini adalah untuk mengetahui pengaruh *Problem Based Learning* terintegrasi etnosains terhadap literasi sains siswa pada kompetensi menjelaskan fenomena ilmiah, mengevaluasi data dan pernyataan ilmiah serta merumuskan data dan bukti secara ilmiah. Penelitian ini juga bertujuan untuk melihat bagaimana respon siswa terhadap model *PBL* terintegrasi etnosains. Penelitian di lakukan di SMP Negeri 3 Tigapanah, dengan populasi seluruh siswa kelas VII SMP Negeri 3 Tigapanah T.P 2023/2024. Sampel diambil dengan teknik *simple random sampling* dan *purposive sampling* kelas yang terpilih yaitu kelas VII-1 dan VII-2 berjumlah 41 siswa untuk melihat literasi sains dan VII-1 berjumlah 21 siswa untuk melihat respon siswa. Pengumpulan data dilakukan dengan tes pilihan berganda dan angket. Data diolah secara deskriptif dengan *SPSS statistic 27 for windows* dan reduksi data. Hasil uji hipotesis menggunakan *independent sample t tes*, diketahui bahwasanya nilai signifikansi kemampuan literasi sains yaitu 0,001 data tersebut menunjukkan bahwasanya nilai signifikansi $< 0,05$ artinya H_0 ditolak dan H_1 diterima, maka model *PBL* terintegrasi etnosains berpengaruh terhadap kemampuan literasi sains siswa pada materi suhu, kalor dan pemuain. Uji pengaruh (*effect size*) literasi sains mencapai nilai Cohen's *d* mencapai kriteria sangat besar yaitu 1,76. Hasil reduksi data angket nilai rata-rata jawaban seluruh responden adalah 83,4 % artinya *PBL* terintegrasi etnosains berdampak positif kepada siswa.

Kata Kunci: *Problem Based Learning*, Etnosains, Literasi Sains, Respon Siswa.

ABSTRACT

Mayrosa, NIM. 4201151014. The influence of Ethnoscience integrated Problem Based Learning on Scientific Literacy in Temperature, Heat and Expansion Material at SMP Negeri 3 Tigapanah.

The purpose of this quasi-experimental study was to determine the effect of Problem Based Learning integrated with ethnoscience on students' scientific literacy in the competency of explaining scientific phenomena, evaluating data and scientific statements, and formulating data and evidence scientifically. This study also aims to see how students respond to the PBL model integrated with ethnoscience. The study was conducted at SMP Negeri 3 Tigapanah, with a population of all students of class VII SMP Negeri 3 Tigapanah in the academic year 2023/2024. The sample was taken using simple random sampling and purposive sampling techniques, the selected classes were classes VII-1 and VII-2 totaling 41 students to see scientific literacy and VII-1 totaling 21 students to see student responses. Data collection was carried out using multiple choice tests and questionnaires. Data were processed descriptively with SPSS statistic 27 for windows and data reduction. The results of the hypothesis test using the independent sample t test, it is known that the significance value of scientific literacy ability is 0.001, data shows that the significance value <0.05 means that H_0 is rejected and H_1 is accepted, then the PBL model integrated with ethnoscience has an effect on students' scientific literacy abilities in the material of temperature, heat and expansion. The effect size test of scientific literacy reached a Cohen's d value that met the very large criteria, 1,76. The results of the questionnaire data reduction, the average value of all respondents' answers was 83.4%, meaning that PBL integrated with ethnoscience has a positive impact on students.

Keywords: Problem Based Learning, Ethnoscience, Scientific Literacy, Student Response.

