

ABSTRAK

Yohana Gelora Sitanggang, NIM 4193331007 (2023). Pengaruh e-Modul Berbasis LKPD Inkuiri Terbimbing Berbantuan CANVA terhadap HOTS Literasi pada Materi Laju Reaksi.

Secara global peserta didik harus memiliki keterampilan atau kecakapan di abad-21. Penelitian ini bertujuan untuk menganalisis nilai HOTS literasi menggunakan e-modul berbasis LKPD inkuiri terbimbing berbantuan CANVA terhadap nilai yang dihipotesiskan yaitu sebesar 70 dan mendeskripsikan HOTS literasi kognitif yang paling berkembang. Jenis penelitian yaitu eksperimen dengan disain penelitian *quasi-experimental (one group pretest-posttest)* dan teknik pengambilan sampel berupa *purposive sampling*. Berdasarkan validitas instrumen tes diperoleh sebanyak 16 item tes (10 item soal aspek C4 penalaran, 5 item soal aspek C5 penalaran, dan 1 item soal aspek C6 penalaran) yang dinyatakan valid. Hasil perhitungan dari reliabilitas, data dikategorikan reliabel tinggi dengan nilai r_{11} sebesar 7.336 ($r_{11} > r_{\text{tabel}}$). Pada perhitungan uji normalitas, data berdistribusi normal dengan $(X^2)_{\text{hitung pretest}}$ sebesar 3.94 dan $(X^2)_{\text{hitung posttest}}$ sebesar 10.81. Terdapat peningkatan HOTS literasi peserta didik yang dibuktikan melalui perhitungan *n-gain* yang memperoleh nilai sebesar 0.7006 atau 70.06% (tinggi). Analisis uji hipotesis menunjukkan h_a diterima atau melebihi yang dihipotesiskan (70), nilai t_{hitung} sebesar 6.79, dan t_{tabel} sebesar 2.03 yang berada di luar daerah penerimaan h_0 dengan uji dua pihak dan nilai standar deviasi *posttest* sebesar 9.7. Serta analisis aspek HOTS literasi yang paling berkembang yaitu aspek C5 penalaran 71.81%.

Kata kunci: Keterampilan Abad-21; Model Inkuiri Terbimbing; CANVA; HOTS literasi; Laju Reaksi

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ABSTRACT

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Globally, students must have skills or skills in the 21st century. This study aims to analyze the HOTS literacy value using an e-module based on CANVA-assisted guided inquiry worksheet on the hypothesized value of 70 and describe the most developed cognitive HOTS literacy. This type of research is an experiment with a quasi-experimental research design (one group pretest-posttest) and the sampling technique is purposive sampling. Based on the validity of the test instrument, 16 items were obtained (10 items on the C4 aspect of reasoning, 5 items on the C5 aspect of reasoning, and 1 item on the C6 aspect of reasoning) which were declared valid. The results of the calculation of reliability, the data is classified as highly reliable with an r_{11} value of 7.336 ($r_{11} > r_{table}$). In the calculation of the normality test, the data is normally distributed with (X2) pretest count of 3.94 and (X2) posttest count of 10.81. There is an increase in the HOTS literacy of students which is proven through the n-gain calculation which obtains a value of 0.7006 or 70.06% (high). The hypothesis test analysis showed that H_0 was accepted or exceeded the hypothesis (70), the tcount was 6.79, and the ttable was 2.03 which was outside the acceptance area of H_0 with a two-party test and a posttest standard deviation value of 9.7. As well as the most developed HOTS literacy aspect analysis, namely the C5 aspect of reasoning 71.81%.

Keywords: 21st Century Skills; Guided Inquiry Model; CANVA; HOTS Literacy; Reaction Rate

