ABSTRAK

Haryati Nababan, 4193131041 (2023). Pengaruh Model Pembelajaran *Guided Discovery Learning* Berbasis Literasi Sains Terhadap Hasil dan Aktivitas Belajar Siswa pada Materi Larutan Penyangga.

Penelitian ini bertujuan untuk mengetahui apakah hasil belajar yang diterapkan dengan model pembelajaran *Guided Discovery Learning* berbasis Literasi Sains lebih tinggi dibandingkan dengan model pembelajaran konvensional pada Materi larutan Penyangga. Populasi penelitianya itu seluruh siswa kelas XI IPA SMA Negeri 2. Teknik pengambilan sampel dalam penelitian ini adalah *purposive sampling*. Sampel terpilih yaitu kelas XI IPA 1 sebagai kelas eksperimen yang diberi perlakuan model *Guided Discovery Learning* berbasis literasi sains dan kelas XI IPA 5 sebagai kelas kontrol yang diberi perlakuan model konvensional. Penelitian ini menggunakan instrumen tes dan non tes yang telah diujicobakan dan telah valid. Data hasil belajar siswa terlebih dahulu diuji normalitas dan homogenitasnya, dimana hasil yang didapat kedua kelompok sampel homogen dan berdistribusi normal. Uji hipotesis dilakukan dengan menggunakan uji t-satu pihak yaitu pihak kanan, dengan hasil penelitian ini pada taraf signifikansi 5% ($\alpha = 0,05$) menunjukkan bahwa $t_{hitung} > t_{tabel}$ (10,51 > 1.667) maka Ho ditolak. Dengan demikian, menunjukkan ada pengaruh model pembelajaran *Guided Discovery Learning* berbasis literasi sains terhadap hasil belajar. Uji korelasi dilakukan untuk mengetahui hubungan aktivitas siswa terhadap hasil belajar siswa. Hasil penelitian menunjukkan bahwa $t_{hitung} > t_{tabel}$ (0,867 > 0.329) maka H_0 ditolak. Dengan demikian, terdapat korelasi yang signifikan antara aktivitas siswa dengan hasil belajar siswa pada model pembelajaran *Guided Discovery Learning* berbasis literasi sains.

Kata Kunci : *Guided Discovery Learning*, Literasi Sains, Hasil Belajar, Aktivitas Siswa, Larutan Penyangga.

ABSTRACT

Haryati Nababan, 4193131041 (2023). The Influence of the Guided Discovery Learning Learning Model Based on Scientific Literacy on Student Learning Results and Activities on Buffer Solution Material.

The research aims to find out whether the learning outcomes applied with the Guided Discovery Learning learning model based on Scientific Literacy are higher compared to the conventional learning model on Buffer Solution Material. The research population was all students in class XI Science at SMA Negeri 2. The sampling technique in this research was purposive sampling. The selected samples were class XI IPA 1 as the experimental class which was treated with the Guided Discovery Learning model based on scientific literacy and class This research uses test and non-test instruments that have been tested and are valid. The student learning outcomes data were first tested for normality and homogeneity, where the results obtained by the two sample groups were homogeneous and normally distributed. Hypothesis testing was carried out using a one-party t-test, namely the right side, with the results of this research at a significance level of 5% (α = 0.05) showing that tcount>ttable (10.51> 1,667) so Ho is rejected. Thus, it shows that there is an influence of the Guided Discovery Learning learning model based on scientific literacy on learning outcomes. The correlation test was carried out to determine the relationship between student activities and student learning outcomes. The research results show that tcount>ttable (0.867>0.329) then Ho is rejected. Thus, there is a significant correlation between student activities and student learning outcomes in the Guided Discovery Learning learning model based on scientific literacy.

Kata Kunci : *Guided Discovery Learning, scientific literacy, learning achievement, student activities, buffer*.