# Pengaruh *Problem Based Learning* dan *Discovery Learning* Berbantuan Media Video Animasi Terhadap Kemampuan Literasi Sains Siswa Pada Materi Kesetimbangan Kimia

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## ABSTRAK

Penelitian ini dilaksanakan di SMA Negeri 5 Medan.Tujuan penelitian ini adalah (1) Mengetahui adanya peningkatan kemampuan literasi sains siswa yang dibelajarkan dengan model *Problem Based Learning* dengan model *Discovery Learning* berbantuan media video animasi pada materi kesetimbangan kimia; (2) Mengetahui adanya perbedaan kemampuan literasi sains siswa yang dibelajarkan dengan model *Problem Based Learning* dengan model *Discovery Learning* berbantuan media video animasi pada materi kesetimbangan kimia. Teknik pengambilan sampel secara *purposive sampling,* diperoleh keleas XI IPA 5 sebagai kelas eksperimen I yang diajarkan dengan model *Problem Based Learning* berbantuan media video animasi dan XI IPA 6 sebagai kelas eksperimen II yang diajarkan dengan model *Discovery Learning* berbantuan media video animasi. Hasil kemampuan literasi sains siswa yang dibelajarkan dengan model *Problem Based Learning* mengalami peningkatan dengan nilai rata-rata dari 47,05 menjadi 82,94, begitu juga dengan hasil kemampuan literasi sains siswa yang dibelajarkan dengan model *Discovery Learning* yaitu dengan nilai rata-rata 44,17 menjadi 79,94. Melalui uji hipotesis menggunakan *Independent Sample T-Test* dengan prasyarat normalitas dan homogenitas , diperoleh nilai *Sig.(2-Tailed)* sebesar 0,024. Maka nilai 0,024 < 0,05 sehingga Ha diterima. Hasil penelitian ini menunjukkan ada perbedaan kemampuan literasi sains siswa yang dibelajarkan dengan model *Problem Based Learning* dengan model *Discovery Learning* berbantuan media video animasi pada materi kesetimbangan kimia.

Kata kunci : Kemampuan literasi sains, model PBL, model DL, media video animasi

**The Influence of Problem Based Learning and Discovery Learning Assisted by Animation Video Media on Students' Scientific Literacy Ability in Chemical Equilibrium Material**

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## ABSTRACT

This research was conducted at SMA Negeri 5 Medan. The objectives of this research were (1) to find out whether there was an increase in students' scientific literacy skills who were taught using the Problem Based Learning model with the Discovery Learning model assisted by animated video media on chemical equilibrium material; (2) Knowing the differences in students' scientific literacy abilities taught using the Problem Based Learning model and the Discovery Learning model assisted by animated video media on chemical equilibrium material. The sampling technique was purposive sampling, and class XI IPA 5 was obtained as the first experimental class taught using the Problem Based Learning model assisted by animated video media and XI IPA 6 as the second experimental class taught using the Discovery Learning model assisted by animated video media. The results of students' scientific literacy abilities taught using the Problem Based Learning model have increased with an average value from 47.05 to 82.94, as well as the results of students' scientific literacy abilities taught using the Discovery Learning model, namely with an average value of 44. 17 to 79.94. Through hypothesis testing using the Independent Sample T-Test with the prerequisites of normality and homogeneity, a Sig (2-Tailed) value of 0.024 was obtained. So the value 0.024 < 0.05 so Ha is accepted. The results of this research show that there are differences in the scientific literacy abilities of students taught using the Problem Based Learning model and the Discovery Learning model assisted by animated video media on chemical equilibrium material.

**Keywords:** Scientific literacy skills, PBL model, DL model, animated video media