

ABSTRAK

Laura Nazrifa Hutabarat, NIM 4201151002 (2024). Pengaruh Model Problem Based Learning dengan Pendekatan Culturally Responsive Teaching Terhadap Kemampuan Literasi Sains Siswa Kelas VII SMP Negeri 23 Medan.

Permasalahan yang dihadapi dalam pembelajaran IPA di SMP Negeri 23 Medan adalah rendahnya kemampuan literasi sains siswa. Berdasarkan data pada PISA bahwa literasi sains di Indonesia masih tergolong rendah. Penelitian ini bertujuan untuk mengetahui pengaruh Model *Problem Based Learning* dengan pendekatan *Culturally Responsive Teaching* terhadap kemampuan literasi sains siswa dan indikator dari aspek kompetensi literasi sains yang paling tinggi setelah menerapkan model tersebut di kelas VII SMP Negeri 23 Medan. Desain penelitian yang digunakan adalah *Quasi Experimental Design*. Sampel penelitian ini terdiri dari dua kelas dengan jumlah sampel sebanyak 60 siswa yang diperoleh secara *purposive sampling*. Hasil penelitian menunjukkan rata-rata nilai pretest dan posttest kelas eksperimen adalah 43,3 dan 72,8 sedangkan kelas kontrol adalah 43,5 dan 60,4. Peningkatan kemampuan literasi sains siswa pada kelas eksperimen yaitu 51% dan kelas kontrol yaitu 31% dengan masing-masing kelas berada pada kategori cukup. Perhitungan indikator aspek kompetensi literasi sains yang paling tinggi adalah indikator menginterpretasi data dan bukti ilmiah dengan selisih persentase sebesar 15%. Analisis data menggunakan *SPSS 26.0 for Windows* membuktikan bahwa terdapat pengaruh Model *Problem Based Learning* dengan pendekatan *Culturally Responsive Teaching* terhadap kemampuan literasi sains siswa di kelas VII SMP Negeri 23 Medan, karena nilai sig. yang diperoleh $> 0,05$.

Kata Kunci : *Problem Based Learning, Culturally Responsive Teaching, Literasi Sains*



ABSTRACT

Laura Nazrifa Hutabarat, NIM 4201151002 (2024). The Influence of the Problem Based Learning Model with a Culturally Responsive Teaching Approach on the Scientific Literacy Ability of Class VII Students at SMP Negeri 23 Medan.

The problem faced in science learning at SMP Negeri 23 Medan is the low scientific literacy skills students. Based on PISA data, scientific literacy in Indonesia is still relatively low. This research aims to determine the effect of the Problem Based Learning Model with a Culturally Responsive Teaching approach on students' scientific literacy abilities and indicators of the highest aspect of scientific literacy competency after implementing the model in class VII of SMP Negeri 23 Medan. The research design used is Quasi Experimental Design. The sample for this research consisted of two classes with a total sample of 60 students obtained by purposive sampling. The results showed that the average pretest and posttest scores for the experimental class were 43.3 and 72.8, while the control class was 43.5 and 60.4. The increase in students' scientific literacy skills in the experimental class was 51% and the control class was 31% with each class being in the sufficient category. The indicator calculated for the highest aspect of scientific literacy competency is the indicator of interpreting scientific data and evidence with a percentage difference of 15%. Data analysis using SPSS 26.0 for Windows proves that there is an influence of the Problem Based Learning Model with a Culturally Responsive Teaching approach on students' scientific literacy abilities in class VII SMP Negeri 23 Medan, because the sig. obtained > 0.05 .

Keywords : *Problem Based Learning, Culturally Responsive Teaching, Scientific Literacy*