

ABSTRAK

Audyva Natasha NIM 4213151002 (2025), Pengaruh Pengaruh Model Problem Based Learning Berbantuan Video Animasi Terhadap Kemampuan Hot-Literacy Siswa Pada Materi Ekologi Dan Keanekaragaman Hayati Indonesia

Penelitian ini bertujuan untuk mengetahui pengaruh model *problem based learning* berbantuan video animasi terhadap kemampuan HOT-literacy siswa kelas VII pada materi ekologi dan keanekaragaman hayati Indonesia. Desain penelitian yang digunakan ialah *two-group pretest-posttest design*, dengan sampel penelitian terdiri dari dua kelas yakni kelas eksperimen dan kelas kontrol, dengan masing-masing kelas berjumlah 30 siswa. Teknik pengambilan sampel yang digunakan dipenelitian ini ialah *purposive sampling*. Kelas eksperimen diberikan perlakuan pembelajaran dengan menggunakan model PBL berbantuan video animasi dan kelas kontrol menggunakan pembelajaran langsung. Instrumen tes yang digunakan berupa soal kemampuan HOT-literacy dengan bentuk soal pilihan berganda sejumlah 20 butir soal yang telah memenuhi syarat uji validasi, reliabilitas, kesukaran, dan daya beda. Hasil penelitian menunjukkan adanya pengaruh model *problem based learning* berbantuan video animasi terhadap kemampuan HOT-literacy peserta didik pada materi ekologi dan keanekaragaman hayati Indonesia, hal ini ditunjukkan berdasarkan analisis data menggunakan uji t satu pihak kanan pada taraf signifikan 5% ($=0,05$), diperoleh bahwa $t_{\text{tabel}} < t_{\text{hitung}}$ ($1,67 < 2,69$) sehingga H_a diterima dan H_0 ditolak. Pada kelas eksperimen hasil persentase ranah kognitif siswa ialah C4 penalaran sebesar 45,98%, C5 penalaran sebesar 56,17%, dan C6 penalaran sebesar 25,33%.

Kata Kunci: Model PBL; Video Animasi; Hot-literacy; Ekologi



ABSTRACT

Audyva Natasha, NIM 4213151002 (2025), The Effects of Problem Based Learning Model Assisted by Animated Videos on Students' HOT-Literacy Abilities in the Material of Ecology and Indonesia Biodiversity

This study aims to determine the effect of the problem based learning model assisted by animated videos on the HOT-literacy abilities of grade VII students on the material of Indonesian ecology and biodiversity. The research design used was a two-group pretest-posttest design, with the research sample consisting of two classes, namely the experimental class and the control class, with each class consisting of 30 students. The sampling technique used in this study is purposive sampling. The experimental class was given learning treatment using the problem based learning model assisted by animated videos and the control class used direct learning. The test instrument used was in the form of HOT-literacy ability questions in the form of multiple choice questions totaling 20 questions which had met the requirements for validation, reliability, difficulty and discrimination testing. The results of the study showed that there was an influence of the PBL model assisted by animated videos on students' HOT-literacy abilities on the material of Indonesian ecology and biodiversity, this was shown based on data analysis using a right-sided one-tailed t-test at a significance level of 5% ($=0.05$), it was obtained that $t_{table} < t_{count}$ ($1.67 < 2.69$) so that H_a was accepted and H_0 was rejected. In the experimental class, the percentage results of students' cognitive domains were C4 reasoning at 45.98%, C5 reasoning at 56.17%, and C6 reasoning at 25.33%.

Keywords: PBL Model; Animated Video; Hot-literacy; Ecology

