

ABSTRAK

Windayu, Irma. 2024. *Efektivitas Model Project Based Learning Berbasis Pembelajaran Berdiferensiasi Pada Pembelajaran IPA Untuk Meningkatkan Literasi Sains Peserta Didik Kelas V Sekolah Dasar Negeri 1 Cirahab*. Program Studi Pendidikan Guru Sekolah Dasar Universitas Peradaban. **Eka Trisnawati, M.Pd.**

Kata Kunci: Literasi Sains, *Project Based Learning*, Berdiferensiasi. IPAS

Kemampuan literasi sains merupakan salah satu kemampuan dasar yang sangat penting dalam kehidupan sehari-hari. Namun, permasalahan muncul terkait rendahnya kemampuan literasi sains peserta didik. Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan literasi sains peserta didik kelas V SD Negeri 1 Cirahab menggunakan model PjBL berbasis pembelajaran berdiferensiasi. Jenis penelitian ini merupakan penelitian kuantitatif. Metode yang digunakan dalam penelitian ini yaitu metode *pre experimental*. Desain yang digunakan adalah *one grup pretes-posttes design*. Populasi dalam penelitian ini adalah peserta didik kelas V SD Negeri di Desa Cirahab. Teknik sampling yang digunakan yaitu *random sampling*. Sampel dalam penelitian ini yaitu kelas V SD Negeri 1 Cirahab sebanyak 19 peserta didik. Teknik pengumpulan data dilakukan menggunakan tes. Teknik Analisis data menggunakan Uji Ketuntasan KKM, uji *Paired sample T-test*, dan uji N-Gain. Hasil analisis uji Ketuntasan KKM diperoleh Nilai $Z_{hitung} = 2.888 > 0.9880 = Z_{tabel}$, maka H_0 ditolak, artinya presentase siswa yang mencapai nilai KKM lebih dari 75%. Hasil analisis uji *Paired Sample T-test* diperoleh uji *paired sample t-test* menunjukkan angka yang signifikan antara nilai pretes dengan posttes dengan nilai signifikansi (2-tailed) $P = 0.000 < 0.05$. Selanjutnya hasil nilai N-gain sebesar 0,5991 sehingga nilai tersebut masuk dalam kategori efektif ($0,30 < g < 0,70$). Artinya model PjBL berbasis pembelajaran berdiferensiasi efektif digunakan untuk meningkatkan kemampuan literasi Sains peserta didik.

ABSTRACT

Windayu, Irma. 2024. *Effectiveness of the Project Based Learning Model Based on Differentiated Learning in Science Learning to Increase the Scientific Literacy of Class V Elementary School Students at Negeri 1 Cirahab.* Peradaban University Primary School Teacher Education Study Program. **Eka Trisnawati, M.Pd.**

Keywords: *Scientific Literacy, Project Based Learning, Differentiated.* IPAS

Scientific literacy is one of the basic skills that is very important in everyday life. However, problems arise related to the low scientific literacy skills of students. This research aimed to determine the improvement of scientific literacy skills of fifth-grade students at SD Negeri 1 Cirahab using a PjBL model based on differentiated learning. This type of research was quantitative. The method used in this research was the pre-experimental method. The design used was a one-group pretest-posttest design. The population in this study was fifth-grade students at SD Negeri in Cirahab Village. The sampling technique used was random sampling. The sample in this study was 19 fifth-grade students from SD Negeri 1 Cirahab. Data collection techniques were carried out using tests. Data analysis techniques used the KKM Mastery Test, Paired Sample T-test, and N-Gain test. The results of the KKM Mastery Test analysis showed a Zcount value of $2.888 > 0.9880 = Z_{table}$, so H_0 was rejected, meaning that the percentage of students who reached the KKM score was more than 75%. The results of the Paired Sample T-test analysis showed a significant figure between the pretest and posttest scores with a significance value (2-tailed) $P = 0.000 < 0.05$. Furthermore, the N-gain value was 0.5991, which fell into the effective category ($0.30 < g < 0.70$). This means that the PjBL model based on differentiated learning was effective in improving students' scientific literacy skills.