

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran berbasis proyek terhadap pencapaian indikator literasi kuantitatif siswa kelas X SMA pada konsep Monera. Jenis penelitian yang dipilih dalam penelitian ini adalah *Quasi Eksperiment* dengan desain penelitian *Nonrandomized Control Group Pretest-Posttest*. Sampel yang digunakan adalah siswa kelas X sebanyak dua kelas di SMA Negeri 3 Kota Bandung. Data penelitian diambil menggunakan instrumen soal uraian indikator literasi kuantitatif, rubrik penilaian pembelajaran berbasis proyek dan angket. Pencapaian indikator literasi kuantitatif siswa didapat berdasarkan penilaian yang diadaptasi dari rubrik *Association of American College and University*. Hasil penelitian menunjukkan bahwa pembelajaran berbasis proyek dapat mempengaruhi pencapaian indikator literasi kuantitatif siswa pada konsep monera. Pengaruh tersebut bersifat positif di mana rata-rata nilai pencapaian literasi kuantitatif kelas eksperimen lebih baik daripada kelas kontrol. Indikator kalkulasi menjadi indikator yang paling dikuasai oleh siswa di kelas eksperimen sedangkan indikator lainnya seperti interpretasi, representasi, analisis, asumsi dan komunikasi sudah mencapai level menengah. Pada umumnya respon siswa terhadap pembelajaran berbasis proyek sudah baik dimana mereka dapat melatih kemampuan literasi kuantitatif melalui tahapan-tahapan yang ada dalam model pembelajaran tersebut.

Kata kunci: *pembelajaran berbasis proyek, literasi kuantitatif*

ABSTRACT

This study was purposed to examine the effect of project-based learning's model towards quantitative literacy achievement of first grade senior high school students in biology context of Monera. It used quasi experiment as study methods with nonrandomized pretest-posttest control group design. Samples of this study were taken from two classes of first grade senior high school at SMA Negeri 3 Kota Bandung. Data was collected by using quantitative literacy's essay tests, project-based learning assesment rubric and questionnaire. The students quantitative literacy achievement were measured by rubric which adapted from Association of American College and University's rubric assesment. The results showed that the project-based learning's model could affect the achievement of students in quantitative literacy skill. Quantitative literacy achievement of experimental class were better than control class group. The students have reached the capstone or skilled level for calculation indicator while the others indicator such interpretation, representation, analysis, assumption and communication just reached out the milestone level. Based on the outcome of the questionnaire, the students considered that project-based learning's model can habituate their quantitative literacy skill through the stages of this learning model.

Keywords: *project-based learning, quantitative literacy*