

ABSTRAK

DIVA NADHYA FEBRIANI. 2026. **Pengaruh Model Pembelajaran *Reading, Identifying, Constructing, Solving, Reviewing, and Extending* (RICOSRE) Berbantuan Infografis Interaktif terhadap Literasi Sains dan *Self-Awareness* pada Peserta Didik (Studi Eksperimen pada Materi Keanekaragaman Hayati Kelas X SMAN 1 Ciamis).** Jurusan Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi.

Penelitian ini dilatar belakangi oleh rendahnya kemampuan literasi sains dan *self-awareness* peserta didik, khususnya pada materi keanekaragaman hayati. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Reading, Identifying, Constructing, Solving, Reviewing, and Extending* (RICOSRE) berbantuan infografis interaktif terhadap literasi sains dan *self-awareness* peserta didik kelas X SMAN 1 Ciamis. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain *nonequivalent control group design*. Populasi penelitian adalah seluruh peserta didik kelas X SMAN 1 Ciamis tahun ajaran 2025/2026 yang terdiri atas 12 kelas. Sampel ditentukan menggunakan teknik *purposive sampling* yang terdiri atas kelas eksperimen X-E5, kelas kontrol positif X-E3, dan kelas kontrol negatif X-E4. Instrumen penelitian berupa tes literasi sains pilihan ganda dan angket *self-awareness* skala Likert. Analisis data dilakukan menggunakan uji ANCOVA dan dilanjutkan dengan uji *Least Significant Difference* (LSD). Hasil penelitian menunjukkan bahwa model pembelajaran RICOSRE berbantuan infografis interaktif berpengaruh signifikan terhadap literasi sains peserta didik berdasarkan hasil uji ANCOVA dengan nilai signifikansi 0,000 ($p < 0,05$). Hasil uji lanjut LSD menunjukkan bahwa kelas eksperimen berbeda signifikan dibandingkan kelas kontrol positif dan kelas kontrol negatif. Selain itu, model pembelajaran RICOSRE berbantuan infografis interaktif juga berpengaruh signifikan terhadap *self-awareness* peserta didik berdasarkan hasil uji ANCOVA dengan nilai signifikansi 0,000 ($p < 0,05$). Hasil uji LSD menunjukkan bahwa kelas eksperimen memiliki perbedaan signifikan dibandingkan kedua kelas kontrol. Berdasarkan hasil penelitian, dapat disimpulkan bahwa model pembelajaran RICOSRE berbantuan infografis interaktif efektif meningkatkan literasi sains peserta didik, terutama pada kemampuan membedakan jenis sumber, mengidentifikasi bias, otoritas, dan kendala, serta meningkatkan *self-awareness* peserta didik, terutama pada aspek *accurate self-assessment* (penilaian diri yang akurat).

Kata kunci: Infografis interaktif, literasi sains, RICOSRE, *self-awareness*.

ABSTRACT

DIVA NADHYA FEBRIANI. 2026. *The Effect of Reading, Identifying, Constructing, Solving, Reviewing, and Extending (RICOSRE) Learning Model Assisted by Interactive Infographics on Science Literacy and Self-Awareness in Students (Experimental Study on Biodiversity Material of Grade X SMAN 1 Ciamis)*. Department of Biology Education, Faculty of Teacher Training and Education, Siliwangi University.

This research is motivated by the low scientific literacy and self-awareness of students, particularly in the subject of biodiversity. This study aims to determine the effect of the Reading, Identifying, Constructing, Solving, Reviewing, and Extending (RICOSRE) learning model assisted by interactive infographics on the scientific literacy and self-awareness of 10th grade students at SMAN 1 Ciamis. The research method used is a quasi-experiment with a nonequivalent control group design. The research population is all 10th grade students at SMAN 1 Ciamis for the 2025/2026 academic year, comprising 12 classes. The sample was determined using a purposive sampling technique consisting of the X-E5 experimental class, the X-E3 positive control class, and the X-E4 negative control class. The research instruments consisted of a multiple-choice scientific literacy test and a Likert-scale self-awareness questionnaire. Data analysis was conducted using the ANCOVA test and continued with the Least Significant Difference (LSD) test. The results of the study showed that the RICOSRE learning model assisted by interactive infographics had a significant effect on students' science literacy based on the results of the ANCOVA test with a significance value of 0.000 ($p < 0.05$). The results of the subsequent LSD test showed that the experimental class was significantly different compared to the positive control class and the negative control class. In addition, the RICOSRE learning model assisted by interactive infographics also had a significant effect on students' self-awareness based on the results of the ANCOVA test with a significance value of 0.000 ($p < 0.05$). The LSD test results showed that the experimental class had a significant difference compared to both control classes. Based on the research results, it can be concluded that the RICOSRE learning model assisted by interactive infographics is effective in improving students' science literacy, especially in the ability to distinguish types of sources, identify bias, authority, and limitations, as well as enhancing students' self-awareness, particularly in the aspect of accurate self-assessment.

Keywords: Interactive infographics, RICOSRE, scientific literacy, self-awareness.