

ABSTRACT

IRFAN NURSALIMA 2025 ***THE EFFECT OF THE ETHNOSCIENCE-BASED DISCOVERY LEARNING MODEL ON BIODIVERSITY LITERACY AND STUDENTS' SCIENTIFIC EXPLANATION SKILLS IN THE CLASSIFICATION OF LIVING ORGANISMS (Experimental Study in Grade X at SMA Negeri 3 Tasikmalaya)***

Department of Biology Education, Faculty of Teacher Training and Education, Siliwangi University

This study aims to determine the effect of the ethnoscience-based discovery learning model on biodiversity literacy and students' scientific explanation skills in the classification of living organisms in Grade X at SMA Negeri 3 Tasikmalaya for the 2024/2025 academic year. The research method used was a quasi-experimental design. This study was conducted at SMA Negeri 3 Tasikmalaya during the 2024/2025 academic year, with the population consisting of all Grade X students from twelve classes with 342 total students. The sample was selected using purposive sampling, resulting in class X.E-1 as the experimental group and class X.E-2 as the control group. Data collection techniques included a biodiversity literacy tes consisting of 33 multiple-choice questions and a scientific explanation skills tes consisting of 8 essay questions. The hypothesis tes used is ANCOVA, yielding a significance value of 0.006 for biodiversity literacy and 0,044 for scientific explanation skills, where significance value is less than 0.05, meaning that H_0 was rejected. Therefore, the study concludes that the ethnoscience-based discovery learning model significantly influences biodiversity literacy and scientific explanation skills in the classification of living organisms among Grade X students at SMA Negeri 3 Tasikmalaya.

Keywords: Discovery Learning, Ethnoscience, Biodiversity Literacy, Scientific Explanation