

ABSTRAK

Supriani, Ni Made (2025), Pengaruh Model Pembelajaran *Course Review Horay* (CRH) Berbantuan Media *Flashcard* terhadap Literasi Sains dan Sikap Ilmiah Siswa Kelas IV di SDN Gugus III Kecamatan Negara. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: *Flashcard, Horay*, Literasi, Sains, Sikap.

Tujuan penelitian ini yakni menganalisis pengaruh model pembelajaran *Course Review Horay* (CRH) berbantuan media flashcard pada literasi sains serta sikap ilmiah siswa kelas IV sekolah dasar. Dengan menggunakan rancangan eksperimen semu (*quasi-experiment*) dengan *non-equivalent control group design*. Subjek penelitian yaitu 89 siswa kelas IV yang terbagi menjadi kelas eksperimen ($n=45$) dan kelas kontrol ($n=44$). Data literasi sains dikumpulkan melalui tes objektif, sedangkan sikap ilmiah diukur menggunakan kuesioner. Uji prasyarat menunjukkan data berdistribusi normal serta varians bersifat homogen. Pengujian hipotesis menggunakan analisis kovarian multivariat (MANCOVA) dengan menyertakan skor *pre-test* sebagai variabel kontrol (kovariat). Hasil uji MANCOVA menunjukkan bahwa model CRH berbantuan *flashcard* berpengaruh signifikan secara bersamaan terhadap sikap ilmiah serta literasi sains ($\text{Sig.} = 0,000 < 0,05$) dengan kontribusi pengaruh murni (*Partial Eta Squared*) sebesar 71,2%. Secara parsial, hasil uji ANAKOVA menunjukkan adanya perbedaan literasi sains yang signifikan ($\text{Sig.} = 0,002 < 0,05$) antara kelas eksperimen ($M = 84,15$) dan kelas kontrol ($M = 75,18$) kontribusi 58,2%. Demikian pula pada sikap ilmiah, kelas eksperimen dengan nilai $\text{Sig.} = 0,001 < 0,05$ dan $M = 88,35$ lebih tinggi secara signifikan dibanding kelas kontrol ($M = 80,09$) dan kontribusi 61,4%. Hasil tersebut membuktikan bahwa model CRH berbantuan *flashcard* efektif meningkatkan sikap ilmiah serta literasi sains siswa secara simultan dan parsial, sehingga direkomendasikan sebagai strategi inovatif dalam pembelajaran IPAS di sekolah dasar.

ABSTRACT

Supriani, Ni Made (2025), The Effect of Course Review Horay (CRH) Learning Model Assisted by Flashcard Media on Scientific Literacy and Scientific Attitudes among Fourth Grade Students at SDN Cluster III, Negara District. Thesis, Elementary Education, Postgraduate Program, Ganesha University of Education.

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Keywords: Attitude, Flashcard, Horay, Literacy, Science.

This study aims to analyze the effect of the Course Review Horay (CRH) learning model assisted by flashcard media on the scientific literacy and scientific attitudes of fourth-grade elementary school students. This study employed a quasi-experimental method with a non-equivalent control group design. The subjects were 89 fourth-grade students, divided into an experimental class (n=45) and a control class (n=44). Scientific literacy data were collected through objective tests, while scientific attitudes were measured using questionnaires. Prerequisite tests indicated that the data were normally distributed and the variance was homogeneous. Hypothesis testing was conducted using multivariate analysis of covariance (MANCOVA) by including pre-test scores as a control variable (covariate). The MANCOVA results showed that the flashcard-assisted CRH model had a significant simultaneous effect on scientific literacy and scientific attitudes (Sig. = 0.000 < 0.05) with a partial eta squared (contribution of pure effect) of 71.2%. Partially, the ANCOVA results showed a significant difference in scientific literacy (Sig. = 0.002 < 0.05) between the experimental class (M = 84.15) and the control class (M = 75.18), with a contribution of 58.2%. Similarly, for scientific attitudes, the experimental class showed a significant difference (Sig. = 0.001 < 0.05; M = 88.35) which was significantly higher than the control class (M = 80.09) with a contribution of 61.4%. These results prove that the flashcard-assisted CRH model effectively improves students' scientific literacy and scientific attitudes both simultaneously and partially, making it a recommended innovative strategy for IPAS learning in elementary schools.