

ABSTRAK

Ariyani. (2026). *Penerapan Pendekatan Deep Learning Berbantuan Media Interaktif Berbasis Studi Kasus Sains Untuk Meningkatkan Kemampuan Literasi Sains Siswa Kelas IV Sekolah Dasar*. Madiun: Universitas PGRI Madiun. Pembimbing I: Dr. Hendra Erik Rudyanto, S.Pd., M.Pd., Pembimbing II: Melik Budiarti, S.Sos., M.A

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan literasi sains siswa kelas IV SDN Klagenserut 01 pada materi wujud zat dan perubahannya. Penelitian ini bertujuan meningkatkan kemampuan literasi sains melalui pendekatan *deep learning* berbantuan media interaktif berbasis studi kasus sains. Metode yang digunakan adalah Penelitian Tindakan Kelas yang meliputi perencanaan, tindakan, observasi, dan refleksi. Subjek penelitian adalah 14 siswa kelas IV SDN Klagenserut 01, Kecamatan Jiwan, Kabupaten Madiun. Data dikumpulkan melalui tes literasi sains, observasi aktivitas guru dan siswa, serta dokumentasi. Analisis data dilakukan secara deskriptif kuantitatif dengan menghitung rata-rata dan persentase ketuntasan belajar. Hasil penelitian menunjukkan peningkatan ketuntasan literasi sains dari 7% pada prasiklus menjadi 60% pada siklus I dan 93% pada siklus II. Rata-rata nilai siswa meningkat dari 43,92 pada prasiklus menjadi 68,21 pada siklus I dan 91,42 pada siklus II. Aktivitas guru meningkat dari 74,5% menjadi 87,5%, sedangkan keaktifan siswa meningkat dari 62% menjadi 85,9%. Temuan ini menunjukkan bahwa pendekatan *deep learning* berbantuan media interaktif berbasis studi kasus sains dapat meningkatkan literasi sains siswa sekolah dasar.

Kata Kunci: Pendekatan *deep learning*; Media interaktif; Studi kasus sains; Literasi sains; Sekolah dasar

ABSTRACT

Ariyani. (2026). Implementation of a Deep Learning Approach Assisted by Science Case Study-Based Interactive Media to Improve the Scientific Literacy Skills of Fourth-Grade Elementary School Students. Madiun: Universitas PGRI Madiun. Supervisor I: Dr. Hendra Erik Rudyanto, S.Pd., M.Pd.; Supervisor II: Melik Budiarti, S.Sos., M.A.

This research was motivated by the low scientific literacy skills of fourth-grade students at SDN Klagenserut 01 regarding the topic of states of matter and their changes. The study aimed to improve scientific literacy skills through a deep learning approach assisted by science case study-based interactive media. The method employed was Classroom Action Research, comprising planning, action, observation, and reflection. The research subjects were 14 fourth-grade students at SDN Klagenserut 01, Jiwan District, Madiun Regency. Data were collected through scientific literacy tests, observations of teacher and student activities, and documentation. Data analysis was conducted using descriptive quantitative methods by calculating averages and learning mastery percentages. The results showed an increase in scientific literacy mastery from 7% in the pre-cycle to 60% in Cycle I and 93% in Cycle II. The average student score rose from 43.92 in the pre-cycle to 68.21 in Cycle I and 91.42 in Cycle II. Teacher activity increased from 74.5% to 87.5%, while student engagement increased from 62% to 85.9%. These findings indicate that a deep learning approach assisted by science case study-based interactive media can improve the scientific literacy of elementary school students.

Keywords: Deep learning approach; Interactive media; Science case study; Scientific literacy; Elementary school