ABSTRAK

Sinta Amelia Amanda Putri. 2026. *Implementasi Model Pembelajaran I-CRT Berbantuan Wayground untuk Meningkatkan Pemahaman Konsep dan Literasi informasi data SMA.* Skripsi. Program Studi Pendidikan Biologi, FKIP, Universitas PGRI Madiun. Pembimbing (I) Dr. Wachidatul Linda Yuhanna., S.Pd., M.Si., (II) Ir. Ani Sulistyarsi, M.M., M.Si.

Pembelajaran Biologi abad ke-21 memerlukan inovasi pembelajaran yang mampu meningkatkan pemahaman konsep serta literasi informasi data peserta didik. Penelitian ini bertujuan untuk meningkatkan pemahaman konsep dan literasi informasi data peserta didik melalui implementasi model pembelajaran *Inquiry–Culturally Responsive Teaching* (I-CRT) berbantuan *Wayground* pada materi perubahan lingkungan dan upaya pengelolaan lingkungan. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi dengan subjek penelitian sebanyak 36 peserta didik kelas XF SMA Negeri 6 Madiun, sedangkan data dikumpulkan melalui tes pemahaman konsep, angket literasi informasi data, observasi, dan wawancara, kemudian dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan bahwa ketuntasan pemahaman konsep meningkat dari 86% pada siklus I menjadi 97% pada siklus II, sedangkan persentase peserta didik yang mencapai kategori sangat baik pada literasi informasi data meningkat dari 55% menjadi 61%. Dengan demikian, implementasi model pembelajaran I-CRT berbantuan Wayground efektif meningkatkan pemahaman konsep dan literasi informasi serta data peserta didik pada materi perubahan lingkungan dan upaya pengelolaan lingkungan.

Kata kunci: I-CRT, literasi informasi data, pemahaman konsep, perubahan lingkungan, *Wayground.*

ABSTRACT

Sinta Amelia Amanda Putri. 2026. *Implementation of Inquiry–Culturally Responsive Teaching (I-CRT) Assisted by Wayground to Improve Students' Conceptual Understanding and Information and Data Literacy in Senior High School*. Thesis. Biology Education Study Program, FKIP, Universitas PGRI Madiun. Supervisors : Dr. Wachidatul Linda Yuhanna, S.Pd., M.Si., Ir. Ani Sulistyarsi, M.M., M.Si.

Twenty-first-century Biology learning requires innovative instructional models that can improve students' conceptual understanding and information and data literacy. This study aimed to improve students' conceptual understanding and information data literacy through the implementation of the Inquiry–Culturally Responsive Teaching (I-CRT) model assisted by Wayground on environmental change and environmental management materials. This classroom action research was conducted in two cycles consisting of planning, implementation, observation, and reflection involving 36 tenth-grade students of SMA Negeri 6 Madiun, while the data were collected through a concept understanding test, an information and data literacy questionnaire, observations, and interviews, and analyzed using descriptive quantitative and qualitative techniques. The results showed that students' conceptual understanding mastery increased from 86% in Cycle I to 97% in Cycle II, while the percentage of students achieving the excellent category in information and data literacy increased from 55% to 61%. Therefore, the implementation of the I-CRT learning model assisted by Wayground was effective in improving students' conceptual understanding as well as their information and data literacy on environmental change and environmental management materials.

Keywords: concept understanding, environmental change, information data literacy, I-CRT, *Wayground.*