

**INFUSING SCIENTIFIC LITERACY IN PROBLEM-BASED  
LEARNING MODEL OF ACADEMIC WRITING COURSE OF  
ELESP**



*Intelligentia - Dignitas*

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the  
Master's Program in English Language Education**

**MASTER PROGRAM OF ENGLISH LANGUAGE EDUCATION**

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## ABSTRAK

Suci Dhea Anjani (2026). *Mengintegrasikan Literasi Ilmiah dalam Model Pembelajaran Berbasis Masalah pada Mata Kuliah Menulis Akademik, Program Studi Pendidikan Bahasa Inggris. Tesis. Jakarta,*” Program Magister Pendidikan Bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta.

Tujuan penelitian ini adalah untuk mengembangkan model pembelajaran berbasis masalah yang dipadukan dengan literasi ilmiah untuk mata kuliah penulisan akademik ELESP. Penelitian ini menggunakan metode Penelitian Desain dan Pengembangan (DDR), yang meliputi Analisis Kebutuhan, Deskripsi Tujuan, Desain dan Pengembangan model pembelajaran, Evaluasi Model Pembelajaran, dan Revisi Desain. Data diperoleh dari model pembelajaran yang ada dari observasi kelas, dokumen silabus, dan beberapa teori khusus tentang model pembelajaran, literasi ilmiah, dan pembelajaran berbasis masalah. Pertama, temuan menunjukkan bahwa model pembelajaran yang ada belum sepenuhnya menerapkan indikator pembelajaran berbasis masalah dan telah dipadukan dengan indikator literasi ilmiah secara tidak merata. Kedua, terdapat 9 prosedur dalam mengembangkan model pembelajaran berbasis masalah yang dipadukan dengan literasi ilmiah untuk mata kuliah penulisan akademik ELESP. Ketiga, model pembelajaran yang dikembangkan dibuat untuk mata kuliah penulisan akademik dengan menerapkan Pembelajaran Kooperatif, Pembelajaran Otentik, dan Instruksi Berbantuan Komputer (CAI), yang diambil dari pendekatan Kognitif, Pendekatan Perilaku, dan Pendekatan Humanistik. Selain itu, model pembelajaran yang dikembangkan dibuat dengan menggunakan semua indikator pembelajaran berbasis masalah dan literasi ilmiah, seperti Klarifikasi istilah dan konsep yang tidak dikenal, Mendefinisikan masalah, Perencanaan Inkuiri dan Pencarian Informasi, Solusi dan komunikasi, serta Refleksi dan Evaluasi. Di sisi lain, indikator literasi ilmiah yang digunakan adalah: Konteks, Pengetahuan, Kompetensi, dan Identitas/Sikap Sains. Keempat, model pembelajaran dievaluasi validitas dan penerapannya. Model tersebut divalidasi oleh para ahli dan dinyatakan sangat valid. Model ini selaras dengan standar teoritis dan pedagogis. Model ini dapat diimplementasikan secara efektif dalam struktur kurikulum yang ada.

Keywords: *Literasi Sains, Model Pembelajaran Berbasis Masalah, DDR, Program Studi Pendidikan Bahasa Inggris, Penulisan Akademik.*

## ABSTRACT

Suci Dhea Anjani (2026). *Infusing Scientific Literacy In Problem-Based Learning Model of the Academic Writing Course of ELESP*. Thesis. Jakarta,” Master Program of English Language Education, Faculty of Language and Arts, Universitas Negeri Jakarta.

The purpose of the research is to develop a model of problem-based learning infused with scientific literacy for an academic writing course of ELESP. This research employed a Design and Development Research (DDR) method, which includes Need Analysis, Describing the Objectives, Design and Development of the model of learning, Evaluating the Model of Learning, and Design Revision. The data were gained from the existing model of learning from classroom observations, syllabus documents, and some particular theories of the model of learning, scientific literacy, and problem-based learning. First, the findings showed that the existing models of learning had not fully employed problem-based learning indicators and had been infused with scientific literacy indicators unevenly. Second, there were 9 procedures in developing the model of problem-based learning infused with scientific literacy for the academic writing course of ELESP. Third, the developed model of learning was made for the academic writing course by employing Cooperative Learning, Authentic Learning, and Computer-Assisted Instruction (CAI), which were derived from the Cognitive approach, Behavioural Approach, and Humanistic Approach. In addition, the developed model of learning was made by using all problem-based learning and scientific literacy indicators, such as Clarifying unfamiliar terms and concepts, Defining the problem, Inquiry Planning and Information Seeking, Solution and communication, and Reflection and Evaluation. On the other hand, the indicators of scientific literacy that were employed are: Context, Knowledge, Competence, and Science Identity/Attitudes. Fourth, the model of learning was evaluated for its validity and employability. The model was validated by experts and was stated to be very valid. It aligned with the theoretical and pedagogical standards. The model could be implemented effectively in the existing curriculum structure.

Keywords: *Science Literacy, Problem-Based Learning Model, DDR, ELESP, Academic Writing.*

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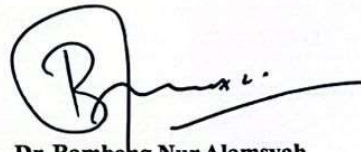
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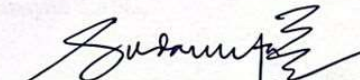
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