

**IMPLEMENTASI MODEL *PROJECT BASED LEARNING* DALAM
KONTEKS *EDUCATION SUSTAINABLE DEVELOPMENT* UNTUK
MENINGKATKAN KETERAMPILAN BERPIKIR KREATIF,
SUSTAINABILITY AWARENESS, DAN PRODUK KREATIF SISWA PADA
MATERI PERUBAHAN LINGKUNGAN**

TESIS

Diajukan untuk Memenuhi Sebagian dari Syarat untuk Memperoleh Gelar
Magister Pendidikan Program Studi Pendidikan IPA



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**PROGRAM STUDI PENDIDIKAN ILMU PENGETAHUAN ALAM
FAKULTAS PENDIDIKAN MATEMATIKA DAN
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MATERI PERUBAHAN LINGKUNGAN**

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memperoleh gelar Magister Pendidikan (M.Pd) pada Program Studi
Pendidikan Ilmu Pengetahuan Alam

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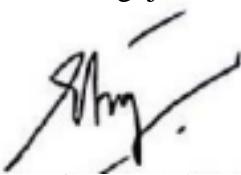
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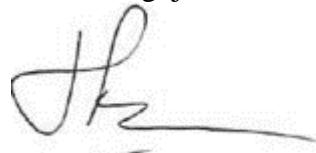
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HALAMAN PERNYATAAN

Dengan ini saya menyatakan bahwa Tesis saya yang berjudul “Implementasi Model *Project Based Learning* dalam Konteks *Education Sustainable Development* untuk Meningkatkan Keterampilan Berpikir Kreatif, *Sustainability Awareness* dan Produk Kreatif Siswa pada Materi Perubahan Lingkungan” ini beserta seluruh isinya adalah benar-benar karya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menerima risiko atau sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak terhadap keaslian karya saya.

Bandung, 10 Juni 2024

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Penulis



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ABSTRAK

Penelitian ini berfokus pada peningkatan keterampilan berpikir kreatif, menganalisis profil kesadaran berkelanjutan (*sustainability awareness*) serta menganalisis kemampuan membuat produk kreatif siswa melalui implementasi model *Project Based Learning* (PjBL) dalam konteks *Education for Sustainable Development* (ESD). Hal ini didasari oleh rendahnya skor keterampilan berpikir kreatif siswa dalam beberapa penelitian terdahulu dan berdasarkan uji pendahuluan yang telah dilakukan juga memperoleh hasil yang rendah serta kebutuhan untuk mempersiapkan siswa menghadapi tantangan abad ke-21. Penelitian ini mengintegrasikan ESD ke dalam model PjBL, dengan tujuan untuk menciptakan solusi kreatif dan berkelanjutan terhadap masalah lingkungan nyata, seperti pengelolaan sampah di Polewali Mandar, Sulawesi Barat. Sampel penelitian melibatkan 30 siswa yang diberikan pembelajaran berbasis proyek yang terintegrasi dengan ESD, dengan fokus pada pengembangan produk kreatif yang berkelanjutan. Metode penelitian yang digunakan dalam penelitian ini adalah *mixed method*, yaitu pendekatan penelitian yang menggabungkan metode kualitatif dan kuantitatif. Hasil penelitian menunjukkan peningkatan signifikan dalam keterampilan berpikir kreatif berkategori sedang dengan (nilai *n-gain* 0.56), profil kesadaran berkelanjutan berada pada rentang 70-100% dengan kriteria kebiasaan yang sering/selalu dilakukan/terjadi sertakemampuan membuat produk kreatif siswa yang berada pada rentang 70-84 dengan kategori tinggi sampai sangat tinggi. Siswa mampu menghasilkan produk kreatif yang berkelanjutan seperti briket, *eco-enzym*, dan *ecobrick*, pupuk kompos, biogas, *ecoprint* yang menunjukkan pemahaman mereka tentang konsep keberlanjutan. Implementasi model PjBL yang terintegrasi dengan ESD memperoleh hasil signifikan dalam meningkatkan keterampilan berpikir kreatif, kesadaran berkelanjutan, dan kemampuan membuat produk kreatif siswa yang dibuktikan dengan analisis manova. Penelitian ini memberikan kontribusi pada praktik pendidikan yang mendukung tujuan Pembangunan Berkelanjutan (SDGs) dan mempersiapkan siswa untuk menjadi pribadi yang bertanggung jawab terhadap lingkungan.

Kata Kunci: *Education Sustainable Development*, Keterampilan Berpikir Kreatif, Produk Kreatif Berkelanjutan, *Project Based Learning*, *Sustainability Awareness*

ABSTRACT

This research focuses on improving creative thinking skills, analyzing the profile of sustainability awareness and analyzing the ability to make students' creative products through the implementation of the Project Based Learning (PjBL) model in the context of Education for Sustainable Development (ESD). This is based on the low score of students' creative thinking skills in several previous studies and based on preliminary tests that have been carried out also obtained low results and the need to prepare students to face the challenges of the 21st century. This study integrated ESD into the PjBL model, with the aim of creating creative and sustainable solutions to real environmental problems, such as waste management in Polewali Mandar, West Sulawesi. The research sample involved 30 students who were given project-based learning integrated with ESD, focusing on developing sustainable creative products. The research method used in this study is mixed method, which is a research approach that combines qualitative and quantitative methods. The results showed a significant increase in creative thinking skills in the medium category with (n -gain value 0.56), a sustainable awareness profile in the range of 70-100% with the criteria of habits that are often/always done/occurring and the ability to make student creative products in the range of 70-84 with high to very high categories. Students are able to produce sustainable creative products such as briquettes, eco-enzymes, and ecobricks, compost, biogas, ecoprints that show their understanding of the concept of sustainability. The implementation of the PjBL model integrated with ESD obtained significant results in improving students' creative thinking skills, sustainability awareness, and ability to make creative products as evidenced by manova analysis. This research contributes to educational practices that support the Sustainable Development Goals (SDGs) and prepare students to become environmentally responsible individuals.

Keywords: *Education Sustainable Development, Creative Thinking Skills, Sustainable Creative Products. Project Based Learning, Sustainability Awereness.*

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