

**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



Oleh:
PERI IRAWAN
2105264

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

Oleh

Peri Irawan

2105264

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat
memperoleh gelar Magister Pendidikan (M.Pd) pada Program Studi
Pendidikan Ilmu Pengetahuan Alam

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PERI IRAWAN

2105264

Disetujui dan disahkan oleh:

Pembimbing I



Prof. Dr. Ida Kaniawati, M. Si
NIP. 196807031992032001

Pembimbing II



Dr. Hj. Siti Sriyati, M. Si
NIP. 196409281989012001

Penguji I



Dr. Eka Cahya Prima, M. T
NIP. 199006262014041001

Penguji II



Dr. H. Taufik Rahman, M. Pd
NIP. 196201151987031002

Mengetahui,
Ketua Program Studi Pendidikan Ilmu Pengetahuan Alam
Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam
Universitas Pendidikan Indonesia



Prof. Dr. Ida Kaniawati, M. Si
NIP. 196807031992032001

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

Yang Membuat Pernyataan



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Bandung, 10 Juni 2024

Penulis

A handwritten signature in black ink, appearing to be 'Peri Irawan', written in a cursive style.

Peri Irawan

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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 Awereness*

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.*

DAFTAR ISI

| | |
|---|--------------|
| LEMBAR PENGESAHAN | iii |
| ABSTRAK | xii |
| ABSTRACT | xiii |
| DAFTAR ISI | xiv |
| DAFTAR GAMBAR | xvii |
| DAFTAR TABEL | xviii |
| DAFTAR LAMPIRAN | xx |
| BAB I PENDAHULUAN | 1 |
| A. Latar Belakang..... | 1 |
| B. Rumusan Masalah..... | 8 |
| C. Batasan Masalah | 9 |
| D. Tujuan Penelitian | 10 |
| E. Manfaat Penelitian | 10 |
| BAB II KAJIAN LITERATUR | 12 |
| A. Model <i>Project Based Learning</i> (PjBL) | 12 |
| 1. Definisi dan Prinsip Model <i>Project Based Learning</i> (PjBL) | 12 |
| 2. Karakteristik Model PjBL | 14 |
| 3. Kelebihan Model <i>Project Based Learning</i> (PjBL)..... | 15 |
| 4. Tahap-tahap Model <i>Project Based Learning</i> (PjBL) | 16 |
| B. <i>Education Suistanable Development/ESD</i> (Pendidikan untuk Pembangunan Berkelanjutan | 17 |
| C. Keterampilan Berpikir Kreatif | 23 |
| 1. Definisi Keterampilan Berpikir Kreatif..... | 23 |
| 2. Indikator Keterampilan Berpikir Kreatif..... | 26 |
| 3. Kemampuan Membuat Produk Kreatif | 29 |
| D. Kesadaran Berkelanjutan (<i>Sustainability Awareness</i>) | 32 |
| E. Keterkaitan antara Model PjBL, ESD, Keterampilan Berpikir Kreatif dan <i>Sustainability Awareness</i> | 35 |
| F. Penelitian Relevan | 42 |
| G. Analisis Materi Perubahan Lingkungan | 44 |
| H. Kerangka Pikir | 50 |
| BAB III METODOLOGI PENELITIAN | 53 |
| A. Metode dan Desain Penelitian | 53 |

| | |
|---|-----------|
| B. Lokasi dan Partisipan Penelitian..... | 55 |
| 1. Lokasi penelitian | 55 |
| 2. Partisipan penelitian | 55 |
| C. Definisi Operasional | 55 |
| D. Instrumen Penelitian | 57 |
| E. Hasil Analisis Instrumen..... | 63 |
| F. Prosedur Penelitian | 66 |
| 1. Tahap Awal | 66 |
| 2. Tahap Pelaksanaan | 67 |
| 3. Tahap Akhir..... | 68 |
| G. Analisis Data..... | 70 |
| 1. Analisis Lembar Kerja Peserta Didik | 70 |
| 2. Data Keterampilan Berpikir Kreatif | 70 |
| 3. Data Angket <i>Sustainability Awareness</i> | 73 |
| 4. Data Wawancara Semi Tersruktur..... | 74 |
| BAB IV HASIL DAN PEMBAHASAN | 76 |
| A. Keterlaksanaan Implementasi <i>Model Project Based Learning</i> (PjBL) dalam Konteks Pendidikan Pembangunan Berkelanjutan/ <i>Education Sustainable Development (ESD)</i> | 76 |
| 1. Dimulai dengan pertanyaan yang esensial | 81 |
| 2. Mendesain proyek | 85 |
| 3. Membuat jadwal aktivitas | 91 |
| 4. Memonitoring perkembangan proyek | 93 |
| 5. Penilaian hasil kerja peserta didik..... | 96 |
| 6. Evaluasi pengalaman belajar peserta didik | 100 |
| B. Pengaruh Implementasi Model <i>Project Based Learning</i> (PjBL) dalam Konteks <i>Education Sustainable Development (ESD)</i> terhadap Peningkatan Keterampilan Berpikir Kreatif | 102 |
| 1. <i>Fluency</i> | 115 |
| 2. <i>Flexibility</i> | 117 |
| 3. <i>Originality</i> | 119 |
| 4. <i>Elaboration</i> | 122 |
| C. Profil <i>Sustainability Awareness/ Kesadaran Berkelanjutan</i> Siswa Setelah Implementasi Model <i>Project Based Learning</i> (PjBL) dalam Konteks <i>Education Sustainable Development (ESD)</i> | 125 |

| | |
|--|------------|
| D. Kemampuan Membuat Produk Kreatif Siswa dalam Implementasi Model <i>Project Based Learning</i> (PjBL) dalam Konteks <i>Education Sustainable Development</i> (ESD) | 151 |
| 1. Briket (Kelompok 1) | 155 |
| 2. Pupuk Kompos (Kelompok 2)..... | 158 |
| 3. <i>Eco-enzym</i> (Kelompok 3)..... | 161 |
| 4. <i>Ecoprint</i> (Kelompok 4) | 164 |
| 5. Biogas (Kelompok 5) | 168 |
| 6. <i>Ecobrick</i> (Kelompok 6)..... | 172 |
| E. Pengaruh PjBL-ESD terhadap Keterampilan Berpikir Kreatif, <i>Sustainability Awareness</i> , dan Produk Kreatif | 175 |
| BAB V SIMPULAN, IMPLIKASI DAN REKOMENDASI | 184 |
| A. Simpulan..... | 184 |
| B. Implikasi | 185 |
| C. Rekomendasi..... | 185 |
| DAFTAR PUSTAKA | 187 |

DAFTAR GAMBAR

| | |
|--|-----|
| Gambar 1.1 Timbulan Sampah di Sulawesi Barat | 1 |
| Gambar 1.2 Komposisi Sampah Berdasarkan Jenis Sampah..... | 2 |
| Gambar 2.1 Beragam Makna Kreativitas..... | 26 |
| Gambar 2. 2 Kerangka Pikir Penelitian..... | 52 |
| Gambar 3.1 Desain Penelitian..... | 54 |
| Gambar 3.2 Bagan Alur Penelitian | 69 |
| Gambar 4.1 Aktivitas Pengamatan Video pada LKPD 1..... | 82 |
| Gambar 4.2 Dokumentasi Kegiatan Observasi Siswa | 83 |
| Gambar 4.3 Jawaban Siswa dalam Menganalisis | 85 |
| Gambar 4.4 Siswa Memaparkan Hasil Observasi Perubahan Lingkungan | 86 |
| Gambar 4.5 Salah Satu Jawaban Siswa dalam Aktivitas LKPD 2..... | 86 |
| Gambar 4.6 Salah Satu Jawaban Siswa dalam..... | 87 |
| Gambar 4.7 Design Produk yang Dibuat Oleh Siswa | 88 |
| Gambar 4.8 Jadwal dan Pembagian Tugas yang Dibuat Siswa | 91 |
| Gambar 4.9 Deskripsi Perkembangan Produk Siswa..... | 94 |
| Gambar 4.10 Salah Satu Kendala dan Solusi Produk Siswa..... | 94 |
| Gambar 4.11 Grafik Perbandingan Tiap Indikator | 114 |
| Gambar 4.12 Profil Sustainability Awareness pada tiap indikator | 126 |
| Gambar 4.13. Penilaian Produk Kreatif Tiap Kelompok..... | 153 |
| Gambar 4.14 Rata-Rata Produk Kreatif Tiap Aspek | 154 |
| Gambar 4.15 Dokumentasi Produk Kreatif..... | 157 |
| Gambar 4.16 Dokumentasi Produk Kreatif..... | 160 |
| Gambar 4.17 Dokumentasi Produk Kreatif..... | 164 |
| Gambar 4.18 Dokumentasi Produk Kreatif..... | 168 |
| Gambar 4.19 Dokumentasi Produk Kreatif..... | 172 |
| Gambar 4. 20 Dokumentasi Produk Kreatif..... | 175 |

DAFTAR TABEL

| | |
|---|-----|
| Tabel 2.1 Tujuan SDGs yang dapat dicapai dalam penelitian ESD..... | 22 |
| Tabel 2.2 Indikator Keterampilan Berpikir Kreatif..... | 27 |
| Tabel 2.3 Indikator Penilaian Produk Kreatif | 31 |
| Tabel 2.4 Aspek yang menghubungkan antar PjBL, ESD, KBKr, SA | 39 |
| Tabel 2.5 Matriks Keterkaitan antar PjBL, ESD, KBKr, SA..... | 41 |
| Tabel 3.1 Instrumen Penelitian | 57 |
| Tabel 3.2 Klasifikasi Validitas Butir Soal..... | 59 |
| Tabel 3.3 Klasifikasi Realibilitas Butir Soal..... | 59 |
| Tabel 3.4 Kriteria Nilai Daya Pembeda | 60 |
| Tabel 3.5 Kriteria Tingkat Kesukaran Soal..... | 61 |
| Tabel 3.6 Kriteria Penentuan Butir Soal | 61 |
| Tabel 3.7 Validator Ahli | 63 |
| Tabel 3.8 Saran Perbaikan Validator | 63 |
| Tabel 3.9. Hasil Validasi Empiris Instrument Berpikir Kreatif | 64 |
| Tabel 3.10 Pelaksanaan Pembelajaran | 68 |
| Tabel 3.11 Kategori Pencapaian LKPD | 70 |
| Tabel 3.12 Kategori Keterampilan Berpikir Kreatif | 70 |
| Tabel 3.13 Derajat Hubungan Koefisien Korelasi | 73 |
| Tabel 3.14 Kategorisasi <i>partial eta square</i> | 70 |
| Tabel 3.15 Indeks Skor <i>N-Gain</i> | 74 |
| Tabel 3.16 Tingkat <i>Sustainability Awareness</i> | 74 |
| Tabel 3.17 Persentase <i>Sustainability Awareness</i> | 74 |
| Tabel 3.18 Informan Wawancara | 75 |
| Tabel 4.1 Keterlaksanaan Pembelajaran | 77 |
| Tabel 4.2 Hasil Penilaian LKPD Tiap Sintaks..... | 74 |
| Tabel 4.3 Hasil Penilaian LKPD Tiap Kelompok..... | 80 |
| Tabel 4.4 Produk yang Dibuat Setiap Kelompok..... | 90 |
| Tabel 4.5 Hasil Akhir Produk Siswa..... | 96 |
| Tabel 4.6 Analisis Deskriptif Keterampilan Berpikir Kreatif Siswa | 103 |
| Tabel 4.7 Uji Normalitas <i>Shapiro-Wilk</i> | 103 |
| Tabel 4.8 Hasil Uji <i>Paired Sample t-test</i> | 104 |

| | |
|---|-----|
| Tabel 4.9 Uji N-Gain Keterampilan Berpikir Kreatif | 105 |
| Tabel 4.10 Rekapitulasi Nilai N-Gain..... | 106 |
| Tabel 4.11 Analisis Deskriptif Tiap Indikator Keterampilan Berpikir Kreatif... | 111 |
| Tabel 4.12 Analisis Deskriptif Tiap Item Soal Keterampilan Berpikir Kreatif.. | 112 |
| Tabel 4.13 Analisis Deskriptif Tingkat <i>Sustainability Awareness</i> Siswa..... | 127 |
| Tabel 4.14 Persentase <i>Sustainability Awareness</i> Siswa..... | 129 |
| Tabel 4.15 Item Pernyataan pada Indikator <i>Behavior and Attitude Awareness</i> dengan Persentase yang diperoleh..... | 131 |
| Tabel 4.16 Analisis Frekuensi pada Indikator..... | 132 |
| Tabel 4.17 Item Pernyataan pada Indikator <i>Emotional Awareness</i> dengan Persentase yang diperoleh..... | 137 |
| Tabel 4.18 Analisis Frekuensi pada Indikator..... | 138 |
| Tabel 4.19 Item Pernyataan pada Indikator <i>Practice Awareness</i> dengan Persentase yang diperoleh..... | 142 |
| Tabel 4.20 Analisis Frekuensi pada Indikator..... | 143 |
| Tabel 4.21 Formulasi Pembuatan Briket..... | 106 |
| Tabel 4.22 Formulasi Pembuatan Pupuk Kompos..... | 106 |
| Tabel 4.23 Formulasi Pembuatan <i>Eco-enzym</i> | 106 |
| Tabel 4.24 Formulasi Pembuatan <i>Ecoprint</i> | 166 |
| Tabel 4.25 Formulasi Pembuatan Biogas..... | 106 |
| Tabel 4.26 Formulasi Pembuatan <i>Ecobrick</i> | 106 |
| Tabel 4.27 Analisis Manova Tiap Variabel | 106 |
| Tabel 4.28 Hasil Uji Korelasi..... | 106 |

DAFTAR LAMPIRAN

| | |
|--|-----|
| Lampiran A1 Modul Ajar Kurikulum Merdeka..... | 224 |
| Lampiran B1 Lembar Keterlaksanaan Pembelajaran Model PjBL-ESD..... | 256 |
| Lampiran B2 Soal Keterampilan Berpikir Kreatif Sebelum di Validasi..... | 261 |
| Lampiran B3 Kisi-Kisi Soal Berpikir Kreatif Sebelum di Validasi..... | 269 |
| Lampiran B4 Soal Keterampilan Berpikir Kreatif Setelah di Validasi..... | 286 |
| Lampiran B5 Kisi-Kisi Soal Berpikir Kreatif Setelah di Validasi..... | 292 |
| Lampiran B6 Kisi-Kisi Angket Sebelum Validasi Ahli..... | 303 |
| Lampiran B7 Kisi-Kisi Angket Setelah Validasi Ahli..... | 307 |
| Lampiran B8 Angket <i>Sustainability Awareness</i> | 311 |
| Lampiran B9 Lembar Asesment Kinerja Produk Kreatif Siswa..... | 314 |
| Lampiran B10 Rubrik Penilaian Produk Kreatif..... | 316 |
| Lampiran B11 Pedoman Wawancara Semi Terstruktur..... | 325 |
| Lampiran B12 Lembar Kerja Peserta Didik..... | 327 |
| Lampiran B13 Rubrik Penilaian LKPD | 361 |
| Lampiran C1 Data Penelitian Soal Essay Keterampilan Berpikir Kreatif | 371 |
| Lampiran C2 Data Penelitian Angket <i>Sustainability Awareness</i> | 374 |
| Lampiran C3 Data Penelitian Asesment Kinerja Produk Kreatif | 376 |
| Lampiran D1 Olah Data Validitas Soal Keterampilan Berpikir Kreatif | 381 |
| Lampiran D2 Analisis Deskriptif Soal Ketampilan Berpikir Kreatif..... | 386 |
| Lampiran D3 Uji Normalitas Soal Ketampilan Berpikir Kreatif | 387 |
| Lampiran D4 Uji Hipotesis <i>Paired Sample T-Test</i> | 388 |
| Lampiran D5 Uji N-Gain Soal Ketampilan Berpikir Kreatif..... | 389 |
| Lampiran D6 Uji Rekapitulasi N-Gain | 390 |
| Lampiran D7 Analisis Deskriptif Indikator Berpikir Kreatif | 391 |
| Lampiran D8 Analisis Deskriptif Item Soal Berpikir Kreatif | 393 |
| Lampiran D9 Uji Tingkat dan Persentase <i>Sustainability Awareness</i> | 395 |
| Lampiran D10 Analisis Manova | 397 |
| Lampiran E1 Surat Permohonan Validasi Instrumen..... | 405 |
| Lampiran E2 Surat Permohonan Validasi Instrumen (Validasi Lapangan)..... | 406 |
| Lampiran E3 Surat Permohonan Izin Penelitian..... | 409 |
| Lampiran E4 Surat Keterangan Penelitian..... | 410 |

| | |
|--|-----|
| Lampiran F1 Dokumentasi Pengisian Lembar Observasi..... | 412 |
| Lampiran F2 Dokumentasi Pengisian Lembar Jawaban Berpikir Kreatif | 417 |
| Lampiran F3 Dokumentasi Pengisian Angket <i>Sustainability Awareness</i> | 423 |
| Lampiran F4 Dokumentasi Pengisian LKPD..... | 426 |
| Lampiran F5 Dokumentasi Pengisian Lembar Asesment Kinerja..... | 440 |
| Lampiran F6 Lembar Hasil Validasi Oleh Dosen Ahli (<i>Expert Judgement</i>)..... | 476 |
| Lampiran F7 Dokumentasi Kegiatan Penelitian | 488 |
| Lampiran F8 Biografi Penulis..... | 490 |

DAFTAR PUSTAKA

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