

**PENGARUH PEMBELAJARAN PjBL-STEM TERINTEGRASI ESD
PADA *CLIMATE ACTION GOAL* TERHADAP KETERAMPILAN
BERPIKIR KREATIF DAN *SUSTAINABILITY CONSCIOUSNESS* SISWA**

TESIS

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan Program Studi Pendidikan IPA



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ABSTRAK

Keterampilan berpikir kreatif merupakan salah satu keterampilan inti yang diperlukan dalam pembelajaran abad ke-21, namun sayangnya, indikator-indikator berpikir kreatif tersebut belum sepenuhnya tertanam dalam diri siswa dan masih tergolong rendah. Selain itu, kesadaran berkelanjutan (*sustainability consciousness*) siswa akan perbaikan kualitas kehidupan yang bersifat keberlanjutan juga masih rendah, terutama pada topik perubahan iklim. Penelitian ini bertujuan untuk mengetahui pengaruh pembelajaran PjBL-STEM terintegrasi ESD pada *climate action goal* terhadap keterampilan berpikir kreatif dan *sustainability consciousness* siswa. Penelitian ini menggunakan metode *quasi experiment* dengan desain penelitian *pretest-posttest control group design*. Penelitian ini berfokus pada 2 kelas penelitian, yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen mendapatkan perlakuan berupa pembelajaran PjBL-STEM terintegrasi ESD pada materi perubahan iklim. Sedangkan kelas kontrol mendapatkan pembelajaran materi perubahan iklim seperti yang biasa dilakukan oleh guru di kelas. Populasi dari penelitian ini adalah siswa kelas VII di salah satu SMP Negeri di Kota Bandung tahun ajaran 2023/2024. Sampel yang diambil yakni 63 siswa kelas VII yang terdiri dari 33 siswa pada kelas eksperimen dan 30 siswa pada kelas kontrol. Instrumen yang digunakan dalam penelitian ini yaitu soal tes keterampilan berpikir kreatif dan angket *sustainability consciousness* yang telah diuji validitas dan reliabilitasnya. Berdasarkan temuan dan analisis data penelitian, dapat diketahui bahwa pembelajaran PjBL-STEM terintegrasi ESD pada *climate action goal* dapat memengaruhi keterampilan berpikir kreatif dan *sustainability consciousness* siswa secara signifikan.

Kata Kunci: PjBL-STEM, ESD, *climate action goal*, keterampilan berpikir kreatif, *sustainability consciousness*

THE INFLUENCE OF PJBL-STEM MODEL INTEGRATED ESD IN CLIMATE ACTION GOAL ON STUDENTS' CREATIVE THINKING SKILLS AND SUSTAINABILITY CONSCIOUSNESS

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ABSTRACT

Creative thinking skills are one of the core skills needed in 21st century learning, but unfortunately, these indicators of creative thinking have not been fully embedded in students and are still relatively low. In addition, students' sustainability consciousness of improving the quality of life that is sustainable is also still low, especially on the topic of climate change. This study aims to determine the effect of PjBL-STEM integrated with ESD learning on climate action goals on students' creative thinking skills and sustainability consciousness. This study uses a quasi-experimental method with a pretest-posttest control group design. This study focuses on 2 research classes, namely the experimental class and the control class. The experimental class received treatment in the form of PjBL-STEM integrated with ESD learning on climate change material. While the control class received climate change material learning as usually done by teachers in class. The population of this study was grade VII students at one of the Junior High Schools in Bandung City in the 2023/2024 academic year. The sample taken was 63 grade VII students consisting of 33 students in the experimental class and 30 students in the control class. The instruments used in this study were creative thinking skills test questions and sustainability consciousness questionnaires that had been tested for validity and reliability. Based on the findings and analysis of research data, it can be seen that PjBL-STEM integrated with ESD learning on climate action goals can significantly influence students' creative thinking skills and sustainability consciousness.

Keywords: PjBL-STEM, ESD, *climate action goal*, creative thinking skills, *sustainability consciousness*

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