

**HUBUNGAN KETERAMPILAN MENELITI, EMOSI, DAN AKSI
BERKELANJUTAN PESERTA DIDIK SMP PADA PROJEK
PENGUATAN PROFIL PELAJAR PANCASILA MELALUI PROGRAM
“JEJAK KARBON KITA”**

TESIS

Diajukan untuk Memenuhi Sebagian dari Syarat Memperoleh Gelar Magister
Ilmu Pendidikan dalam Bidang Pendidikan IPA



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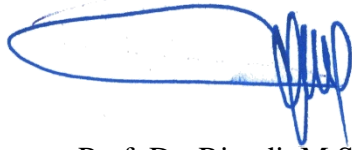
HALAMAN PENGESAHAN

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PERNYATAAN

Dengan ini saya menyatakan bahwa tesis dengan judul "Hubungan Keterampilan Meneliti, Emosi Dan Aksi Berkelanjutan Peserta Didik SMP Pada Projek Penguatan Profil Pelajar Pancasila Melalui Program "Jejak Karbon Kita" ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Agustus 2024

Penulis,



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UCAPAN TERIMA KASIH

Puji dan syukur penulis panjatkan kepada Allah SWT karena atas rahmat dan karunia-Nya penulis dapat menyelesaikan tesis ini. Tesis yang berjudul "Hubungan Keterampilan Meneliti, Emosi Dan Aksi Berkelanjutan Peserta Didik Smp Pada Proyek Penguatan Profil Pelajar Pancasila Melalui Program "Jejak Karbon Kita" ini merupakan sebagian dari syarat untuk memperoleh gelar Magister Ilmu Pendidikan dalam bidang Pendidikan IPA pada Sekolah Pascasarjana Universitas Pendidikan Indonesia (UPI). Penulis menyadari penulisan tesis ini tidak akan terwujud tanpa bantuan baik moral maupun material dari berbagai pihak. Oleh karena itu, pada kesempatan ini penulis menyampaikan ucapan terima kasih sebesar-besarnya kepada:

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Penulis telah berusaha dengan segenap kemampuan yang dimiliki untuk menyelesaikan tesis ini, namun bila dalam penulisan tesis ini masih terdapat banyak kelemahan, penulis menyadari bahwa tiada sesuatu yang sempurna, seperti halnya tiada gading yang tak retak. Oleh karena itu, kritik dan saran yang bersifat membangun sangat penulis harapkan. Semoga tesis ini dapat memberikan manfaat bagi penulis dan para pembaca yang budiman.

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ABSTRAK

Penelitian ini didasarkan pada pentingnya pendidikan berkelanjutan dalam kurikulum merdeka, terutama dalam menanggulangi isu-isu keberlanjutan seperti emisi karbon. Aspek keterampilan meneliti, emosi, dan aksi berkelanjutan penting untuk diteliti karena masing-masing berperan dalam membentuk sikap dan tindakan yang selaras dengan dimensi profil pelajar Pancasila. Penelitian ini bertujuan untuk menganalisis hubungan antara keterampilan meneliti, emosi, dan aksi berkelanjutan pada siswa SMP dalam kegiatan Proyek Penguatan Profil Pelajar Pancasila (P5) pada tema gaya hidup berkelanjutan dengan topik "Jejak Karbon Kita". Metode yang digunakan dalam penelitian ini adalah metode korelasional, dengan data yang dikumpulkan melalui observasi, kuesioner, dan tes tertulis terhadap siswa yang terlibat dalam proyek ini. Analisis korelasi bivariat dan multivariat dilakukan untuk mengevaluasi hubungan antara keterampilan meneliti, emosi, dan aksi berkelanjutan. Temuan penelitian menunjukkan bahwa keterampilan meneliti peserta didik memiliki hubungan yang signifikan dengan aksi berkelanjutan, tetapi tidak berkorelasi langsung dengan emosi yang ditemukan selama proyek. Sebaliknya, emosi yang dirasakan peserta didik, terutama emosi positif, menunjukkan hubungan yang signifikan dengan aksi berkelanjutan. Dengan kata lain, siswa dengan emosi positif cenderung lebih aktif dalam tindakan yang mendukung keberlanjutan lingkungan, sementara keterampilan meneliti secara langsung mendorong tindakan berkelanjutan melalui pengumpulan dan analisis data yang lebih baik terkait jejak karbon. Pembahasan dari temuan ini menekankan bahwa meskipun keterampilan meneliti dan emosi bekerja melalui jalur yang berbeda, keduanya berkontribusi pada peningkatan aksi berkelanjutan siswa. Kesimpulannya, integrasi keterampilan meneliti dan pengelolaan emosi dalam program P5 sangat penting untuk mendukung pendidikan berkelanjutan, dengan fokus pada penguatan karakter siswa yang peduli terhadap lingkungan.

Kata kunci: Keterampilan meneliti, Emosi, Aksi Berkelanjutan, ESD, Proyek

ABSTRACT

This research is based on the importance of sustainable education in the Kurikulum Merdeka, particularly in addressing sustainability issues such as carbon emissions. The aspects of research skills, emotions, and sustainable actions are crucial to investigate as each plays a role in shaping attitudes and behaviors that align with the dimensions of the Pancasila student profile. This study aims to analyze the relationship between research skills, emotions, and sustainable actions among middle school students in the context of the Pancasila Student Profile Strengthening Project (P5) on the theme of sustainable lifestyles, specifically focusing on the topic "Our Carbon Footprint." The research employs a correlational method, with data collected through observations, questionnaires, and written tests from students involved in the project. Bivariate and multivariate correlation analyses were conducted to evaluate the relationships between research skills, emotions, and sustainable actions. The findings reveal that students' research skills have a significant relationship with sustainable actions but do not directly correlate with the emotions experienced during the project. Conversely, the emotions felt by the students, particularly positive emotions, show a significant relationship with sustainable actions. In other words, students with positive emotions tend to be more active in actions supporting environmental sustainability, while research skills directly encourage sustainable actions through better data collection and analysis related to carbon footprints. The discussion of these findings emphasizes that although research skills and emotions operate through different pathways, both contribute to enhancing students' sustainable actions. In conclusion, integrating research skills and emotional management into the P5 program is crucial to supporting sustainable education, with a focus on strengthening students' character in caring for the environment.

Keywords: Research Skills, Emotions, Sustainable Actions, ESD, Project

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