

**PENGARUH *SOCIO-SCIENTIFIC INQUIRY-BASED LEARNING*
DENGAN SUMBER BELAJAR *PIKUKUH* MASYARAKAT SUNDA PADA
PEMBELAJARAN IPS TERHADAP *ENVIRONMENTAL CITIZENSHIP*
SISWA**

(Kuasi Eksperimen Pada Siswa Kelas VII SMPN 1 Margahayu)

TESIS



oleh

Dimas Febriansyah Krisna Dwiputra

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**MAGISTER PENDIDIKAN ILMU PENGETAHUAN SOSIAL
FAKULTAS PENDIDIKAN ILMU PENGETAHUAN SOSIAL
UNIVERSITAS PENDIDIKAN INDONESIA**

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oleh:

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S.Pd Universitas Pendidikan Indonesia, 2020

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Magister Pendidikan (M.Pd) pada Program Studi Pendidikan IPS Fakultas
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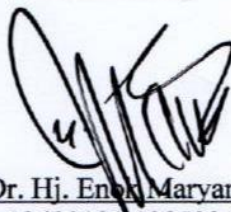
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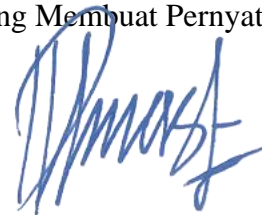
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Dengan ini saya menyatakan bahwa tesis dengan judul Pengaruh *Socio-Scientific Inquiry-Based Learning* dengan Sumber Belajar *Pikukuh* Masyarakat Sunda Pada Pembelajaran IPS Terhadap *Environmental Citizenship* Siswa ini beserta seluruh isinya adalah 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 risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Agustus 2024

Yang Membuat Pernyataan



Dimas Febriansyah Krisna Dwiputra

KATA PENGANTAR

Pendidikan lingkungan hidup di Indonesia masih menunjukkan adanya kesenjangan, di mana proses pembelajaran yang dilakukan lebih berfokus pada aspek kewajiban atau tanggung jawab lingkungan, sementara aspek penyadaran terhadap hak-hak siswa atas lingkungan yang layak cenderung terabaikan. Tanpa adanya keseimbangan antara hak dan kewajiban, upaya merespons problematika lingkungan yang saat ini semakin nyata menjadi tidak efektif. Realita tersebutlah yang pada akhirnya mendorong urgensi untuk memperkuat *environmental citizenship* pada individu. Dengan memperkuat kesadaran akan hak dan kewajiban lingkungan, bukan hanya akan melahirkan individu yang mampu berkontribusi positif, tetapi juga berpartisipasi aktif mendorong upaya kolektif dalam mengatasi maupun mencegah terjadinya problematika lingkungan.

Pembelajaran IPS dengan karakteristiknya yang interdisipliner menjadi pelajaran yang sangat relevan untuk mengembangkan *environmental citizenship*. Meskipun memiliki potensi yang menjanjikan, kenyataannya konsep *environmental citizenship* masih belum mendapatkan perhatian yang signifikan dalam konteks IPS. Kesenjangan ini tidak hanya menunjukkan kurangnya pemanfaatan potensi IPS, tetapi juga mengungkap peluang besar untuk mengembangkan IPS lebih lanjut dengan mengintegrasikan *environmental citizenship* secara lebih mendalam. Berangkat dari hal tersebut, penelitian ini hendak mengeksplorasi lebih jauh bagaimana pembelajaran IPS dalam mengembangkan *environmental citizenship*.

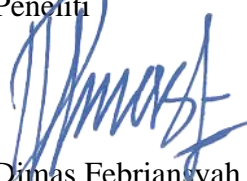
Penelitian menawarkan kebaruan dalam pembelajaran IPS dengan menerapkan pembelajaran *Socio-scientific inquiry-based learning* sebagai model pembelajaran yang digunakan. Sebagaimana diketahui bahwa meskipun inkuiri menjadi aspek inti dalam proses pembelajaran IPS, kenyataannya inkuiri masih sangat identik dengan pembelajaran sains. Selain itu, penelitian ini juga berupaya memanfaatkan potensi kearifan lokal dengan mengeksplorasi secara lebih luas *Pikukuh* masyarakat adat Sunda, yang selama ini pemanfaatannya dalam pembelajaran masih terbatas pada satu kelompok adat Sunda saja dan belum memanfaatkan *Pikukuh* secara menyeluruh dari beberapa masyarakat adat Sunda.

Hal ini diharapkan dapat memperkaya pembelajaran IPS dalam memperkuat *environmental citizenship*.

Hadirnya penelitian ini diharapkan akan melahirkan suatu paradigma baru bagi pembelajaran IPS yang berorientasi pada *environmental citizenship*, pembelajaran berbasis inkuiri, dan memanfaatkan kearifan lokal sebagai modal merespon berbagai problematika lingkungan yang ada di masyarakat. Temuan dalam penelitian ini tentunya masih memerlukan diskusi dan pengembangan lebih lanjut untuk menyempurnakan pendekatan-pendekatan baru ini, sehingga pembelajaran IPS dapat terus berkembang dan beradaptasi dengan tantangan serta kebutuhan masyarakat di masa mendatang. Melalui kontribusi ini, diharapkan IPS dapat memainkan peran yang lebih signifikan dalam menciptakan solusi berkelanjutan terhadap isu-isu lingkungan yang semakin kompleks.

Bandung, Agustus 2024

Peneliti



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UCAPAN TERIMA KASIH

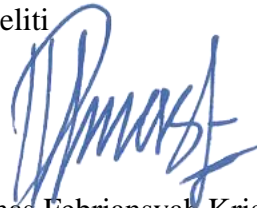
Puji Syukur ke hadirat Allah SWT karena berkat rahmat dan karunianya penulis dapat menyelesaikan tesis yang berjudul Pengaruh *Socio-Scientific Inquiry-Based Learning* dengan Sumber Belajar *Pikukuh* Masyarakat Sunda Pada Pembelajaran IPS Terhadap *Environmental Citizenship* Siswa. Penulis mendedikasikan tesis ini untuk mengenang Almarhumah Nenek Drs. Titing Roswati yang telah sangat berjasa bagi kehidupan peneliti. Dedikasi juga ditujukan untuk Ayah, Almarhumah Ibu, Paman, dan Bibi. Terutama, peneliti berterima kasih kepada istri tercinta yang selalu memberikan dukungan, mendoakan yang terbaik, hingga menjadi teman diskusi sepanjang proses penyelesaian tesis ini. Tesis ini tentu tidak dapat selesai tanpa dukungan, bantuan serta bimbingan dari berbagai pihak. Oleh karenanya tidak lupa penulis ucapkan terima kasih kepada:

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Bandung, Agustus 2024
Peneliti



Dimas Febriansyah Krisna Dwiputra
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(Kuasi Eksperimen Pada Siswa Kelas VII SMPN 1 Margahayu)**

ABSTRAK

Mengembangkan *environmental citizenship* menjadi langkah krusial dalam rangka merespon kompleksitas problematika lingkungan yang semakin mengkhawatirkan. Penelitian ini bertujuan untuk menguji pengaruh *socio-scientific inquiry-based learning* (SSIBL) dengan sumber belajar *pikukuh* masyarakat Sunda pada pembelajaran IPS terhadap *environmental citizenship* siswa. Peneliti menggunakan kuasi eksperimen bertipe *non-equivalent control group design* yang melibatkan satu kelas kontrol dan satu kelas eksperimen di SMPN 1 Margahayu pada tahun ajaran 2023/2024. Proses analisis data dilakukan dengan uji *paired sample t-test*, uji *independent sample t-test*, dan uji *n-gain score*. Temuan penelitian ini menunjukkan bahwa (1) terdapat perbedaan yang signifikan pada tingkat *environmental citizenship* siswa di kelas kontrol dengan tingkat efektivitas peningkatan sebesar 0,41; (2) terdapat perbedaan yang signifikan pada tingkat *environmental citizenship* siswa di kelas eksperimen dengan tingkat efektivitas peningkatan sebesar 0,56; (3) terdapat perbedaan yang signifikan pada peningkatan *environmental citizenship* siswa antara kelas eksperimen dan kelas kontrol setelah proses pembelajaran. Pada seluruh indikator yang diukur, tingkat efektivitas peningkatan di kelas eksperimen lebih baik dibandingkan kelas kontrol. Aspek keterampilan menjadi indikator yang paling rendah mengalami peningkatan. Proses pembelajaran yang tepat dengan memanfaatkan kearifan lokal memainkan peran yang signifikan untuk mengembangkan *environmental citizenship* dalam konteks pendidikan Indonesia. Pembelajaran pada kelas eksperimen sangatlah direkomendasikan untuk diadopsi dalam pembelajaran IPS, sebab tidak hanya menjadi inovasi pembelajaran IPS yang efektif untuk meningkatkan *environmental citizenship*, tetapi juga berkontribusi positif terhadap pelestarian budaya.

Kata Kunci: *environmental citizenship*, masyarakat adat Sunda, problematika lingkungan, *socio-scientific inquiry-based learning*, sumber belajar

THE INFLUENCE OF SOCIO-SCIENTIFIC INQUIRY-BASED LEARNING WITH
PIKUKUH OF SUNDANESE INDIGENOUS PEOPLE AS A LEARNING RESOURCE
IN SOCIAL STUDIES LEARNING TOWARD STUDENTS' ENVIRONMENTAL
CITIZENSHIP

(Quasi Experiment on Class VII Students of SMPN 1 Margahayu)

ABSTRACT

Fostering environmental citizenship is imperative in addressing the escalating complexity of ecological challenges. Consequently, this research seeks to investigate the influence of socio-scientific inquiry-based learning with *pikukuh* of Sundanese Indigenous people as a learning resource in social studies learning toward students' environmental citizenship. Researchers used a quasi-experimental non-equivalent control group design type involving one control class and one experimental class at SMPN 1 Margahayu in the 2023/2024 academic year. The data analysis process was carried out using the paired sample t-test, independent sample t-test, and n-gain score test. The results of this research indicate that (1) there is a significant difference in the level of environmental citizenship of students in the control class with an increase in effectiveness level of 0.41; (2) there is a significant difference in the level of environmental citizenship of students in the experimental class with an increase in effectiveness level of 0.56; (3) there is a significant difference in the level of environmental citizenship of students between the experimental class and the control class after the learning process. In all indicators measured, the level of effectiveness of improvement in the experimental class was better than in the control class. The skill aspect was the indicator that experienced the lowest increase. An effective learning process that utilizes local wisdom significantly contributes to developing environmental citizenship within the Indonesian education context. Learning in the experimental class is highly recommended to be adopted in social studies learning because it is not only an effective social studies learning innovation to improve environmental citizenship but also contributes positively to cultural preservation.

Keywords: Environmental Citizenship, Environmental problems, Learning Resource, Sundanese Indigenous People, Socio-Scientific Inquiry-Based Learning

DAFTAR ISI

LEMBAR PENGESAHAN	i
LEMBAR PERNYATAAN	ii
KATA PENGANTAR	iii
UCAPAN TERIMA KASIH.....	v
ABSTRAK.....	vii
DAFTAR ISI.....	ix
DAFTAR TABEL.....	xiii
DAFTAR GAMBAR	xiv
BAB 1 PENDAHULUAN	1
1.1 Latar Belakang	1
1.2 Rumusan Masalah	9
1.3 Tujuan Penelitian.....	10
1.4 Manfaat Penelitian.....	10
1.4.1 Manfaat Teoritis	10
1.4.2 Manfaat Praktis	11
1.4.3 Manfaat Kebijakan.....	12
1.4.4 Manfaat Aksi Sosial	13
1.5 Struktur Organisasi Tesis	13
BAB II KAJIAN PUSTAKA.....	15
2.1 Pembelajaran IPS	15
2.1.1 Hakikat dan Tujuan Ilmu Pengetahuan Sosial (IPS).....	15
2.1.2 Capaian Pembelajaran IPS dalam Kurikulum Merdeka	19
2.1.3 Tantangan dan Urgensi Pembelajaran IPS dalam Konteks Realita Abad 21 23	
2.2 Isu-isu Lingkungan.....	27

2.3	Environmental Citizenship	30
2.3.1	Definisi <i>Environmental Citizenship</i>	30
2.3.2	Pengembangan <i>Environmental Citizenship</i> melalui Pendidikan	33
2.3.3	Karakteristik <i>Environmental Citizenship</i>	37
2.3.4	Relevansi Environmental Citizenship dengan Konteks Pembelajaran IPS	39
2.4	Kearifan Lokal.....	41
2.4.1	Hakikat Kearifan Lokal.....	41
2.4.2	Kearifan Lokal dalam Proses Pendidikan	42
2.4.3	Relevansi Kearifan Lokal dengan Era Disrupsi.....	45
2.4.4	<i>Pikukuh</i> Masyarakat Adat Sunda	46
2.5	Socio-Scientific Inquiry-Based Learning.....	49
2.5.1	Definisi <i>Socio-Scientific Inquiry-Based Learning</i>	49
2.5.2	Tahapan <i>Socio-Scientific Inquiry-Based Learning</i>	52
2.6	Penelitian Terdahulu	56
2.7	Hipotesis Penelitian.....	62
BAB III METODE PENELITIAN		63
3.1	Desain Penelitian.....	63
3.2	Populasi dan Sampel	65
3.2.1	Populasi.....	65
3.2.2	Sampel.....	66
3.3	Prosedur Penelitian.....	67
3.3.1	Tahapan dan Alur Penelitian.....	67
3.3.2	Variabel Penelitian	69
3.3.3	Definisi Operasional	70
3.4	Instrumen Penelitian.....	72

3.4.1	Pengembangan Instrumen	72
3.4.2	Pengujian Instrumen	73
3.5	Analisis Data	76
3.5.1	Uji Normalitas	76
3.5.2	Uji Homogenitas	77
3.5.3	Uji T-Test	77
3.5.4	Uji N-Gain Score	78
BAB IV TEMUAN DAN PEMBAHASAN		79
4.1	Deskripsi Lokasi Penelitian	79
4.2	Temuan Penelitian	83
4.2.1	Nilai <i>Pikukuh</i> Masyarakat Sunda yang Dijadikan Sumber Belajar	83
4.2.2	Proses Pelaksanaan Pembelajaran	89
4.2.3	Uji Prasyarat	98
4.2.4	Uji Hipotesis Penelitian	102
4.3	Pembahasan	117
4.3.1	Pembelajaran IPS Pada Kelas Kontrol Terhadap Tingkat <i>Environmental Citizenship</i> Siswa	117
4.3.2	Pembelajaran IPS Pada Kelas Eksperimen Terhadap Tingkat <i>Environmental Citizenship</i> Siswa	120
4.3.3	Perbedaan Peningkatan <i>Environmental Citizenship</i> Siswa antara Kelas Eksperimen dengan Kelas Kontrol	126
4.4	Keterbatasan Penelitian	130
BAB V SIMPULAN, IMPLIKASI, DAN REKOMENDASI		132
5.1	Simpulan	132
5.2	Implikasi	134
5.3	Rekomendasi	136
DAFTAR PUSTAKA		139

LAMPIRAN-LAMPIRAN 157

DAFTAR TABEL

Tabel 2.1 Capaian Pembelajaran IPS pada Fase D	21
Tabel 2.2 Tujuh Tahapan Socio-Scientific Inquiry-Based Learning	54
Tabel 2.3 Peran Guru dalam Proses Dialog pada SSIBL.....	55
Tabel 3.1 Desain Penelitian	64
Tabel 3.2 Perbandingan Sintaks Pembelajaran	64
Tabel 3.3 Perbandingan Nilai PAS Semester Gasal Tahun Ajaran 2023/2024	66
Tabel 3.4 Definisi Operasional Variabel Penelitian.....	70
Tabel 3.5 Kisi-Kisi Instrumen.....	73
Tabel 3.6 Hasil Uji Validitas Instrumen	74
Tabel 3.7 Kategori Tingkat Reliabilitas	75
Tabel 3.8 Hasil Uji Reliabilitas.....	75
Tabel 3.9 Kategori Hasil Uji N-Gain	78
Tabel 4.1 Data Jumlah Siswa SMPN 1 Margahayu Tahun Ajaran 2023/2024	81
Tabel 4.2 Data Guru dan Tenaga Pendidik SMPN 1 Margahayu.....	82
Tabel 4.3 Data Fasilitas Sekolah.....	82
Tabel 4.4 Pikukuh yang Dijadikan sebagai Sumber Belajar.....	84
Tabel 4.5 Waktu Penelitian.....	89
Tabel 4.6 Hasil Uji Normalitas Data dengan Shapiro-Wilk	100
Tabel 4.7 Hasil Uji Homogenitas Post-Test Kelas Kontrol dan Kelas Eksperimen	101
Tabel 4.8 Hasil Statistik Deskriptif Uji Hipotesis 1.....	103
Tabel 4.9 Hasil Paired Sample T-test Kelas Kontrol.....	106
Tabel 4.10 Hasil Uji N-Gain Kelas Kontrol	106
Tabel 4.11 Hasil Statistik Deskriptif Uji Hipotesis 2	109
Tabel 4.12 Hasil Paired Sample T-test Kelas Eksperimen	111
Tabel 4.13 Hasil Uji N-Gain Kelas Eksperimen.....	112
Tabel 4.14 Hasil Uji N-Gain Score Kelas Kontrol dan Eksperimen	114
Tabel 4.15 Hasil Uji Independent Sample T-test.....	116

DAFTAR GAMBAR

Gambar 2.1 Kerucut Abstraksi Multimedia.....	23
Gambar 2.2 Karakteristik Digital Natives dalam Pembelajaran	24
Gambar 2.3 Tema-tema dalam IPS Menurut NCSS (2010).....	26
Gambar 2.4 Kedudukan Education for Environmental Citizenship	34
Gambar 2. 5 Pendekatan Pembelajaran Education for Environmental Citizenship	36
Gambar 2.6 Model Education for Environmental Citizenship	38
Gambar 2.7 Pemanfaatan Kearifan Lokal dalam Pendidikan	44
Gambar 2.8 Tahapan Utama Socio-Scientific Inquiry-Based Learning	52
Gambar 2.9 Kerangka Kerja Socio-Scientific Inquiry-Based Learning	53
Gambar 3. 1 Bagan Alur Penelitian	69
Gambar 4.1 Lokasi Penelitian.....	79
Gambar 4.2 Keterkaitan antara Pikukuh dengan Environmental Citizenship	88
Gambar 4.3 Tampilan flipbook Pikukuh Melalui Gawai.....	91
Gambar 4.4 Tampilan Flipbook Pikukuh Melalui Laptop.....	92
Gambar 4.5 Guru Mendampingi Diskusi Kelompok di Kelas Eksperimen.....	93
Gambar 4.6 Grafik Nilai Pre-Test dan Post-Test Kelas Eksperimen	95
Gambar 4.7 Guru Menyampaikan Agenda Pembelajaran di Kelas Kontrol.....	97
Gambar 4.8 Grafik Nilai Pre-test dan Post-test Kelas Kontrol	97
Gambar 4.9 Hasil Uji Normalitas Data dengan Q-Q Plot.....	99
Gambar 4.10 Perbandingan Nilai Pre-Test dan Post-Test Kelas Kontrol.....	104
Gambar 4.11 Tingkat Environmental Citizenship Siswa Kelas Kontrol Berdasarkan Indikator	105
Gambar 4.12 Distribusi N-Gain Score Kelas Kontrol.....	107
Gambar 4.13 Perbandingan Nilai Pre-Test dan Post-Test Kelas Eksperimen.....	109
Gambar 4.14 Tingkat Environmental Citizenship Siswa Pada Kelas Eksperimen Berdasarkan Indikator.....	110
Gambar 4.15 Distribusi N-Gain Score Kelas Eksperimen	112
Gambar 4.16 Perbandingan N-Gain Score Kelas Kontrol dan Kelas Eksperimen	115
Gambar 4.17 Perbandingan N-Gain Score Berdasarkan Indikator	116

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Buku

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