

**PENERAPAN PEMBELAJARAN BERBASIS PROYEK INKUIRI PADA MATERI
KEANEKARAGAMAN HAYATI UNTUK MENINGKATKAN
LITERASI BIODIVERSITAS DAN KREATIVITAS SISWA SMA**

TESIS

Diajukan untuk Memenuhi Salah Satu Syarat Memperoleh Gelar Magister
pada Program Studi Pendidikan Biologi



Anna Argyanti
NIM 2105624

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FAKULTAS PENDIDIKAN MATEMATIKA DAN ILMU PENGETAHUAN ALAM
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Oleh:
Anna Argyanti

Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar magister Pendidikan Biologi pada Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam

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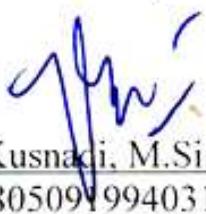
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ANNA ARGIYANTI

PENERAPAN PEMBELAJARAN BERBASIS PROYEK INQUIRI PADA MATERI
KEANEKARAGAMAN HAYATI UNTUK MENINGKATKAN LITERASI
BIODIVERSITAS DAN KREATIVITAS SISWA SMA

Disetujui dan disahkan oleh:

Pembimbing I



Dr. Kusnadi, M.Si.
NIP 196805091994031001

Pembimbing II



Dr. Mimin Nurjhani Kusumastuti, M.Pd.
NIP 196509291991012001

Mengetahui,
Ketua Program Studi Pendidikan Biologi



Dr. Kusnadi, M.Si.
NIP 196805091994031001

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ABSTRAK

Penelitian ini bertujuan untuk memperoleh informasi mengenai penerapan pembelajaran berbasis proyek inkuiiri pada materi keanekaragaman hayati untuk meningkatkan literasi biodiversitas dan kreativitas siswa SMA. Pembelajaran yang dilakukan menggunakan sintakss pembelajaran inkuiiri terbimbing. Penelitian ini menggunakan metode *pre-experimental* dengan desain desain *one group pretest-posttest*. Partisipan penelitian ini adalah siswa fase E terdiri dari 2 dua kelas sebanyak 62 siswa. Data literasi biodiversitas diperoleh dari skor *pretest* dan *posttest*, sedangkan data kreativitas berupa produk kreatif diperoleh dari skor penilaian produk *ecoprint* yang dihasilkan siswa diakhir pembelajaran. Hasil penelitian menunjukkan keterlaksanaan pembelajaran berbasis inkuiiri pada kategori sangat baik dengan rata-rata skor 95%. Capaian indikator literasi biodiversitas paling tinggi pada dimensi sikap, sedangkan paling rendah pada dimensi proses, dan tingkatan literasi biodiversitas siswa sebelum pembelajaran terdiri atas 1 siswa pada tingkat *nominal literacy*, 37 siswa pada tingkat *fungsional literacy*, dan 24 siswa pada tingkat *structural literacy*, setelah pembelajaran 1 siswa pada tingkat *fungsional literacy*, 55 siswa pada tingkat *structural literacy*, dan 6 siswa pada tingkat *multidimensional literacy*. Peningkatan literasi biodiversitas termasuk pada kategori sedang dengan skor N-Gain 0,348. Hasil produk *ecoprint* yang dihasilkan siswa dari 12 kelompok terdiri atas 7 kelompok termasuk pada kategori sedang dan 5 kelompok termasuk pada kategori tinggi. Hal ini menunjukkan bahwa penerapan pembelajaran berbasis proyek inkuiiri pada materi keanekaragaman hayati dapat meningkatkan literasi biodiversitas dan kreativitas siswa SMA dan diharapkan penelitian ini dapat berkontribusi sebagai referensi pembelajaran pada Kurikulum Merdeka.

Kata kunci: pembelajaran inkuiiri, materi biodiversitas, literasi biodiversitas, kreativitas, biodiversitas, *ecoprint*.

IMPLEMENTATION OF INQUIRY PROJECT-BASED LEARNING ON BIODIVERSITY TOPICS TO ENHANCE BIODIVERSITY LITERACY AND CREATIVITY OF SENIOR HIGH SCHOOL STUDENTS

ABSTRACT

This study aims to obtain information about the application of inquiry project-based learning on biodiversity topics to enhance biodiversity literacy and creativity of high school students. Learning is done using guided inquiry learning syntax. This research used pre-experimental method with one group pretest-posttest design. The participants of this study were phase E students consisting of 2 two classes totaling 62 students. Biodiversity literacy data were obtained from pretest and posttest scores, while creativity data in the form of creative products were obtained from the assessment scores of ecoprint products produced by students at the end of learning. The results showed the implementation of inquiry-based learning in the very good category with an average score of 95%. The achievement of biodiversity literacy indicators is highest in the attitude dimension, while the lowest in the process dimension, and the level of biodiversity literacy of students before learning consists of 1 student at the nominal literacy level, 37 students at the functional literacy level, and 24 students at the structural literacy level, after learning 1 student at the functional literacy level, 55 students at the structural literacy level, and 6 students at the multidimensional literacy level. The increase in biodiversity literacy is included in the medium category with an N-Gain score of 0.348. The results of ecoprint products produced by students from 12 groups consisted of 7 groups in the medium category and 5 groups in the high category. This shows that the application of inquiry project-based learning on biodiversity material can increase biodiversity literacy and creativity of high school students and it is hoped that this research can contribute as a learning reference to the Kurikulum Merdeka.

Keyword: inquiry learning, biodiversity topics, biodiversity literacy, creativity, ecoprint.

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