

**Desain Didaktis Berbasis *Education for Sustainable Development*
(ESD) Melalui *Project-Based Learning* (PjBL) pada Topik *Edible
Coating* Dalam Proses Pengawetan Makanan untuk
Meningkatkan Berpikir Sistem Mahasiswa**

TESIS

Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar Magister
Pendidikan Kimia



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FAKULTAS PENDIDIKAN MATEMATIKA DAN ILMU PENGETAHUAN ALAM
UNIVERSITAS PENDIDIKAN INDONESIA
2024**

Desain Didaktis Berbasis *Education for Sustainable Development* (ESD) Melalui *Project-Based Learning* (PjBL) pada Topik *Edible Coating* Dalam Proses Pengawetan Makanan untuk Meningkatkan Berpikir Sistem Mahasiswa

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M. Pd.) di Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam

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Desember 2024

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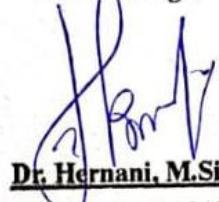
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PADA TOPIK EDIBLE COATING DALAM PROSES PENGAWETAN MAKANAN
UNTUK MENINGKATKAN BERPIKIR SISTEM MAHASISWA**

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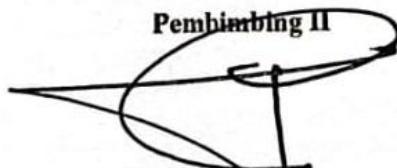
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Dengan ini saya menyatakan bahwa tesis berjudul “Desain Didaktis Berbasis *Education for Sustainable Development (ESD)* Melalui *Project-Based Learning (PjBL)* Pada Topik *Edible Coating* Dalam proses pengawetan Makanan Untuk Meningkatkan Berpikir Sistem Mahasiswa” beserta seluruh isinya adalah benar-benar karya saya dengan bimbingan dua dosen yaitu Ibu Dr. Hernani, M.Si dan Bapak Dr.rer.nat Asep Supriyatna, M.Si. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam penulisan karya ilmiah. Atas pernyataan ini saya siap menanggung sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau adanya klaim pihak lain terhadap keaslian karya saya.

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KATA PENGANTAR

Puji dan Syukur penulis panjatkan kepada Allah SWT berkat Rahmat dan Karunia-Nya proses pembuatan tesis dapat berjalan dengan lancar. Tesis yang berjudul “Desain Didaktis Berbasis *Education for Sustainable Development* (Esd) Melalui *Project-Based Learning* (PjBL) Pada Topik *Edible Coating* Dalam proses pengawetan Makanan untuk Meningkatkan Berpikir Sistem Mahasiswa” dapat diajukan sebagai syarat untuk mendapatkan gelar Magister Pendidikan Kimia di Program Studi Pendidikan Kimia FPMIPA Universitas Pendidikan Indonesia. Dalam penyelesaian tesis ini penulis mendapatkan banyak dukungan dari berbagai pihak baik materi maupun moral. Oleh karenanya, penulis mengucapkan terima kasih kepada seluruh pihak yang telah membantu pembuatan tesis ini hingga selesai

Penulis menyadari bahwa tesis ini masih jauh dari sempurna dan perlu pendalaman lebih lanjut. Oleh karena itu, dengan segala kerendahan hati penulis mengharapkan kritik dan saran dari para pembaca sebagai pembangun agar menjadi perbaikan pada waktu mendatang.

Akhir kata, semoga tesis ini dapat bermanfaat untuk pembaca dan dapat dijadikan referensi demi pengembangan ke arah lebih baik.

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UCAPAN TERIMA KASIH

Selama penyusunan tesis, peneliti mengalami banyak kendala. Namun berkat dukungan, bantuan, dan saran dari berbagai akhirnya penulisan tesis ini dapat diselesaikan. Oleh karenanya, penulis ingin mengucapkan terimakasih yang sebesar-besarnya kepada:

1. Allah SWT yang selalu memberikan kemudahan dalam setiap langkah penulis. Berkat Rahmat dan Karunia-Mu penulis bisa menyelesaikan tesis ini dengan baik.
2. Diri sendiri, Dewi Sulistyowati yang selalu berusaha kuat untuk menyelesaikan setiap kendala yang terjadi selama kurang lebih satu tahun penggerjaan tesis. Terimakasih untuk tidak menyerah dan selalu melibatkan Allah SWT dalam setiap urusan.
3. Lembaga Pengelola Dana Pendidikan (LPDP) yang telah memberikan dukungan dana secara penuh selama masa studi
4. Keluarga besarku di Salatiga yang senantiasa memberikan semua bentuk dukungan. Terimakasih telah membantu untuk mendapatkan gelar magister pertama di keluarga.
5. Ibu Dr. Hernani, M.Si sebagai pembimbing I yang telah membimbing dengan tulus dan banyak meluangkan waktunya untuk memberikan banyak ilmu dan motivasi penulis untuk bisa menyelesaikan tesis dengan baik
6. Bapak Dr.rer.nat Asep Supriatna, M.Si sebagai pembimbing II yang telah membimbing dan memberikan banyak ilmu kepada penulis hingga tesis dapat diselesaikan
7. Ibu Dr. Hernani, M.Si, Bapak Dr.rer.nat.Asep Supriatna, Bapak Dr. Budiman Anwar, M.Si, Ibu Nisyya Syarifatul Husna, M.Pd, dan Ibu Alfira Julian Pratiwi, M.Pd yang telah berkenan menjadi validator dan memberikan banyak saran dan masukan
8. Bapak Dr. Wiji, M.Si selaku Ketua Program Studi Pendidikan Kimia UPI yang telah memberi bantuan dan kemudahan untuk menyelesaikan tesis
9. Teman-teman kelas MSTR yang telah bersemangat dan antusias dalam mengikuti pembelajaran

10. Teman-teman kelasku Prodi Kimia Angkatan 2022/2023 Genap, Anita, Niva, Ainul, Mbak Nanda, Teh Yohana, Anis, Teh Dinda, Teh Wangi, Teh Nisrin, Bu Meta, dan Pak Bayu yang selalu membersamai dan menguatkan penulis untuk dapat menyelesaikan tesis dengan baik

ABSTRAK

Penelitian ini bertujuan menghasilkan desain didaktis PjBL berbasis ESD pada topik *edible coating* dalam proses pengawetan buah dan sayur untuk meningkatkan keterampilan berpikir sistem mahasiswa. Penelitian dengan tipe *Desain Exploratory Sequential Mixed Method* melibatkan 29 mahasiswa. Instrumen penelitian meliputi pedoman wawancara hambatan belajar, lembar analisis transkrip video pembelajaran, dan lembar soal tes esai. Hambatan belajar mahasiswa dikelompokkan menjadi lima tema. Desain didaktis terdiri dari situasi didaktis, respon mahasiswa, dan antisipasi didaktis. Situasi didaktis berisi isu terkait kerusakan buah dan sayur yang mudah rusak setelah panen dan pertanyaan agar mahasiswa menemukan solusi dalam menyelesaikan permasalahan. Respon mahasiswa merupakan prediksi jawaban terhadap situasi didaktis yang diberikan. Antisipasi pendidik berisi ide pokok materi untuk menguatkan jawaban mahasiswa dalam bentuk tabel, gambar, maupun penjelasan dalam kalimat. Berdasarkan hasil implementasi, indikator keterampilan berpikir sistem mahasiswa muncul pada setiap tahap pembelajaran. Pada tahap merancang, mahasiswa dapat mengidentifikasi, memahami hubungan seluruh komponen, dan merancang prosedur aplikasi *edible coating* pada buah-buahan dengan meninjau aspek sosial, lingkungan, dan ekonomi. Pada tahap melaksanakan, mahasiswa dapat mengidentifikasi penyebab fenomena dan kendala yang muncul, mencari solusi, dan melakukan penelitian ulang apabila tidak sesuai dengan hipotesis. Pada tahap mengkomunikasikan, mahasiswa dapat menyampaikan kesesuaian hasil percobaan dengan hipotesis, menarik kesimpulan, dan menganalisis tantangan dan peluang *edible coating* dalam mendukung kehidupan berkelanjutan. Keterampilan berpikir sistem meningkat dengan perolehan nilai N-Gain sebesar 0,71 yang termasuk dalam kategori tinggi dengan rata-rata nilai *post-test* sebesar 78. Saat *post-test* setiap indikator keterampilan berpikir sistem mahasiswa cenderung mencapai level *mastery*.

Kata Kunci: Desain Didaktis, PjBL, ESD, *Edible Coating*, Berpikir Sistem

ABSTRACT

This study aims to produce a didactic design of ESD-based PjBL on the topic of edible coating in the process of preserving fruits and vegetables to improve students' systems thinking skills. The study with the Exploratory Sequential Mixed Method Design type involved 29 students. The research instruments included interview guidelines for learning barriers, learning video transcript analysis sheets, and essay test question sheets. Students' learning barriers were grouped into five themes. The didactic design consisted of didactic situations, student responses, and didactic anticipations. The didactic situation contained issues related to damage to fruits and vegetables that are easily damaged after harvest and questions for students to find solutions to solve the problems. Student responses were predictions of answers to the didactic situations given. Educator anticipation contained the main ideas of the material to strengthen students' answers in the form of tables, pictures, or explanations in sentences. Based on the results of the implementation, indicators of students' systems thinking skills appeared at each stage of learning. At the design stage, students can identify, understand the relationship between all components, and design procedures for applying edible coating to fruits by reviewing social, environmental, and economic aspects. At the implementation stage, students can identify the causes of phenomena and obstacles that arise, find solutions, and conduct re-research if they do not match the hypothesis. At the communicating stage, students can convey the conformity of the experimental results with the hypothesis, draw conclusions, and analyze the challenges and opportunities of edible coating in supporting sustainable life. Systems thinking skills increased with an N-Gain score of 0.71 which is included in the high category with an average post-test score of 78. During the post-test, each indicator of students' systems thinking skills tended to reach the mastery level.

Key Words: Didactical Design, PjBL, ESD, *Edible Coating*, System Thinking

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