

PENGEMBANGAN BAHAN AJAR PERUBAHAN LINGKUNGAN BERBASIS REALITAS LOKAL PULAU BANGKA UNTUK MENINGKATKAN LITERASI LINGKUNGAN SISWA

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Abstrak

Penelitian ini bertujuan untuk mengembangkan bahan ajar perubahan lingkungan berbasis realitas lokal Pulau Bangka untuk meningkatkan literasi lingkungan siswa SMA. Desain penelitian yang digunakan *Research & Development* yang meliputi studi pendahuluan, perencanaan, pengembangan, validasi dan revisi. Uji coba terbatas dilakukan di satu sekolah pada 30 siswa kelas X dan uji coba skala luas dilakukan di tiga sekolah dengan melibatkan 92 siswa. Proses pengembangan bahan ajar mengikuti panduan pengembangan bahan ajar lingkungan menurut NAAEE dengan 6 karakteristik kunci bahan ajar berorientasi literasi lingkungan yang meliputi: *fairness & accuracy, depth, emphasis on skill building, action orientation, instructional soundness* dan *usability*. Pengambilan data dilakukan melalui observasi, dokumentasi, angket, dan tes. Untuk mengetahui kualitas bahan ajar dilakukan uji validasi ahli materi, ahli teknologi, pengguna, dan uji keterbacaan. Validasi kelayakan bahan ajar dari aspek materi dan kegrafikaan dilakukan dengan menggunakan angket validasi, sedangkan untuk mengetahui tingkat keterbacaan dilakukan dengan tes keterbacaan uji rumpang (*cloze test*), sedangkan literasi lingkungan siswa diukur dengan instrument literasi lingkungan untuk siswa SMA. Data dianalisis secara kualitatif dan kuantitatif. Hasil penelitian menunjukkan: 1) kualitas bahan ajar berdasarkan penilaian dari ahli materi dalam kategori layak dengan persentase 78.4%, penilaian ahli teknologi dalam kategori layak dengan persentase 75.0%, dan penilaian guru sebagai pengguna dalam kategori sangat baik dengan persentase 93.4%; 2) hasil tes uji rumpang menunjukkan bahan ajar perubahan lingkungan hasil pengembangan memiliki keterbacaan yang tinggi; 3) hasil implementasi bahan ajar dalam pembelajaran menunjukkan bahan ajar dapat meningkatkan kecakapan literasi lingkungan secara signifikan dengan kategori sedang. Produk yang dihasilkan telah dilakukan revisi sesuai saran dan masukan dari validator, hasil uji coba terbatas, dan uji coba skala luas.

Kata kunci: realitas lokal, bahan ajar lingkungan, literasi lingkungan.

DEVELOPING TEACHING MATERIALS OF ENVIRONMENTAL CHANGE BASED ON LOCAL CONTEXT TO ENHANCE STUDENT'S ENVIRONMENTAL LITERACY

Mukhyati

Abstract

This research was aimed to develop environmental teaching materials for senior high school based on local contexts of Bangka Island and environmental literacy. Research and Development design was used in this research with steps are: research and information collecting, planning, develop preliminary form of product, preliminary field testing, main product revision, & main field testing. The limited testing was conducted at one school by involving 30 students from year ten and testing of wide scale was conducted at three schools by involving 92 students. The teaching materials was developed follow the guidelines of developing environmental materials according to NAAEE. The six key characteristics of environmental materials which is environmental literacy oriented are: fairness & accuracy, depth, emphasis on skill building, action orientation, instructional soundness and usability. Data collections were conducted through observation, documentation, questionnaires, and test. Test validation by materials experts, technology experts, users, and readability test were conducted to ensure the quality of teaching materials. Feasibility of content and graphical aspects was measured through questionnaire; the readability test was conducted by using cloze test; and whereas the student's environmental literacy was measured by secondary school environmental literacy instrument. Data were analyzed both qualitatively and quantitatively. The result showed: 1) the quality of teaching materials based on material experts validation was good categorized with a percentage of 78.4%, the technology experts validation was good categorized with a percentage of 75%, and the teacher validation, as a user, was excellent categorized with a percentage of 93.4%; 2) by using cloze test analysis, the teaching materials had a high readability; 3) the implementation of teaching material in learning process revealed that the student's environmental literacy increased significantly in moderate categorized. The product has been revised based on advice and corrections from validators, the result of limited testing, and testing of wide scale.

Key words: local contexts, environmental teaching materials, environmental literacy.

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