

PENINGKATAN *ECOLITERACY KINESTHETIC* MELALUI METODE
DEMOSNTRASI DALAM PEMBELAJARAN IPS
(Penelitian Tindakan Kelas di kelas VIII D SMP Laboratorium Percontohan UPI
Bandung)

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ABSTRAK

Penelitian ini dilatarbelakangi oleh minimnya pengetahuan dan keperdulian siswa kelas VIII D SMP Laboratorium Percontohan UPI Bandung akan pentingnya lingkungan. Permasalahan tersebut merupakan temuan dari hasil observasi yang dilakukan peneliti di kelas VIII D SMP Laboratorium UPI Bandung. Indikator permasalahan yang ditemukan adalah kurangnya antusias siswa pada pembelajaran IPS, ketika guru meminta pendapat siswa mengenai hal yang berhubungan dengan lingkungan hanya beberapa siswa saja yang terlihat merespon dan itu pun dengan jawaban seadanya, selanjutnya kebiasaan siswa yang tidak ramah lingkungan yaitu selalu selalu diantar jemput dengan kendaraan di sekitar gedung sekolah yang menjadikan siswa manja dan asap kendaraan akan menambah pencemaran lingkungan sekolah dan kampus UPI. Permasalahan yang akan diteliti berkaitan dengan proses pembelajaran, maka peneliti memilih Penelitian Tindakan Kelas dengan desain penelitian Model Lewin Menurut Elliot (Wiriaatmadja 2011:64) dalam 4 siklus. Alternatif pemecahan masalah yang dipilih peneliti yaitu dengan meningkatkan *ecoliteracy kinesthetic* siswa melalui metode demonstrasi sesuai indikator permasalahan yang ditemukan merupakan kurangnya *ecoliteracy kinesthetic* siswa. Peningkatan *ecoliteracy kinesthetic* siswa kelas VIII D SMP Laboratorium Percontohan UPI Bandung melalui metode demonstrasi dapat dikatakan berhasil. Berhasilnya penelitian ini dapat dilihat dari adanya perkembangan indikator *ecoliteracy kinesthetic* siswa yaitu pertama mampu menjawab, mengemukakan pendapat, dan memberi tanggapan mengenai permasalahan lingkungan. Kedua, tertarik memahami *ecoliteracy* dan pentingnya mengaplikasikan *ecoliteracy kinesthetic*. Ketiga, memahami manfaat membiasakan diri berjalan kaki. Keempat, meningkatnya kuantitas siswa yang berjalan kaki di lingkungan sekolah dan kampus. Terakhir, kelima, mampu mengajak teman bersama-sama membiasakan diri berjalan kaki. Berdasarkan data hasil penelitian dapat disimpulkan, perencanaan penelitian dirancang dengan baik, peningkatan *ecoliteracy kinesthetic* melalui metode demonstrasi dilaksanakan semakin terarah setiap siklusnya, merefleksikan kendala serta mengatasi kendala tersebut pada siklus selanjutnya, dan setelah diterapkannya metode demonstrasi dapat menumbuhkan motivasi siswa dalam pembelajaran IPS sehingga penelitian untuk meningkatkan *ecoliteracy kinesthetic* siswa berjalan dengan baik.

Kata Kunci: *Ecoliteracy, Ecoliteracy Kinesthetic, Metode Demonstrasi, Pembelajaran IPS*

THE IMPROVEMENT OF ECOLITERACY KINESTHETIC USING
DEMONSTRATION METHOD IN SOCIAL STUDIES LESSON
(Classroom Action Research in class VIII D of SMP Lab School UPI Bandung)

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ABSTRACT

The background of this research is the lack of student's knowledge and awareness of 8th D grade at Lab School of Indonesia University of Education Bandung regarding the importance of environment. The problem is the finding of observation result that was done by researcher in 8th D in Lab School of Indonesia University of Education Bandung. The problem indicator was the lack of student enthusiasm regarding social studies lesson that contain many knowledge aspects relate to environment, when teacher ask student's opinion concerning environment just some students that respon (only in simple question). Moreover, the students' habit were not aware on environment, for example, using car for picking up service in front of school gate or around school building that cause student become spoiled and the air pollution from vehicle will damage the school / campus environment. The problem regarding learning process, the researches chose Class Action Research with research design by Lewin according to Elliot (Wiriaatmadja 2011:64) in 4 cycles. The conclusion is the problem can be solved by improving ecoliteracy kinesthetic of student by demonstration method as in the problem indicator which is the lack of ecoliteracy kinesthetic of the student. The improvement of students' ecoliteracy kinesthetic of VIII D Lab School UPI using demonstration method was succesful. It can be seen by the development of student's ecoliteracy kinesthetic indicator. The first is students could answer, tell opinion and respon about environment problems. The second is student interested in understanding ecoliteracy and the importance of applying ecoliteracy kinesthetic. The third is students understood the advantage of walking habit. The fourth is the improvement of students walking frequency around school or campus. The last is students can persuade their friends to do the same habit as mentioned previously. According to the findings, it can be concluded that research design was designed well. Moreover, the improvement of ecoliteracy kinesthetic using demonstration method was done well in each cycle which reflected and solved the obstacles in the next cycles. Hence, after applying demonstration method, it can be increased the students' motivation in social studies in order to do this research well.

Keyword : *Ecoliteracy, Ecoliteracy kinesthetic, Demonstration method, Social studies Learning*