

## ABSTRAK

Judul Tesis: Implementasi Model Pembelajaran Berbasis Masalah Dalam Menumbuhkan *Ecoliteracy* Peserta Didik Pada Pembelajaran IPS (Penelitian Tindakan Kelas, di Kelas VII.2, SMPN 6 Indralaya Utara)

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Penelitian ini bertujuan untuk menumbuhkan kompetensi *ecoliteracy* peserta didik melalui model pembelajaran berbasis masalah. Metode penelitian yang digunakan adalah Penelitian Tindakan Kelas model Spiral Kemmis dan Taggart. Hasil penelitian menunjukkan, kompetensi *ecoliteracy*, pada aspek pengetahuan, seluruh indikatornya telah mencapai ketuntasan dalam kategori 'Sangat Baik'. Untuk aspek sikap, pada umumnya peserta didik telah menunjukkan sikap peduli terhadap upaya pelestarian lingkungan alam. Hal yang masih perlu ditingkatkan tentang indikator sikap dari peserta didik adalah keberanian menegur orang yang merusak kelestarian alam dan keinginan yang masih rendah untuk menggerakkan teman dan lingkungan terdekatnya untuk berpartisipasi dalam melestarikan lingkungan alam. Pada aspek keterampilan, indikator yang paling tinggi ketercapaiannya adalah peserta didik tidak membuang sampah sembarangan, sedangkan indikator merawat tanaman di sekolah masih perlu dikembangkan.

Kata Kunci : Model pembelajaran berbasis masalah, *Ecoliteracy*, Pembelajaran IPS

## ABSTRACT

Thesis title: The Implementation of Problem Based Learning Model in Building Students' Ecoliteracy in The Learning of Social Studies (Classroom Action Research, at Class VII.2, SMPN 6 Indralaya Utara)

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The present study aimed at building students' Ecoliteracy competence through problem based learning model. The research method used was classroom action research, spiral Kemmis and Taggart model. The result of study shows that in the cognitive aspect, students' ecoliteracy fulfilled the category of "very good". For the affective aspect, students commonly have shown their care towards an attempt to take care of their surrounding. But, there are still several effective indicators that should be improved. For examples, there are several students who have destructive tendency toward nature preservation, and low interest in participating to take good care of their surroundings. Meanwhile, the highest skill obtained by the students is in the psychomotor aspect, which shows that they carefully disposed the garbage into the junkyard. On the other hand, in taking care of schoolgardens, the student still need reminders and taking care of them should still be developed.

Keywords: Problem Based Learning Model, Ecoliteracy, Social Studies Learning