

PENERAPAN PEMBELAJARAN *FIELD TRIP* SEBAGAI UPAYA UNTUK MENINGKATKAN PENGUASAAN KONSEP DAN LITERASI BIODIVERSITAS VERTEBRATA SISWA SMA

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Abstrak

Penelitian ini bertujuan untuk memperoleh gambaran informasi tentang hasil dan proses penerapan pembelajaran *field trip* dalam upaya meningkatkan penguasaan konsep dan literasi biodiversitas vertebrata siswa SMA. Penelitian menerapkan metode *pre-experimental* dan desain penelitian *the one group pretest-posttest*. Partisipan yang terlibat sebanyak 34 siswa di salah satu SMA Negeri Bandung, 4 *observer*, dan 3 *guide* dalam kegiatan *field trip* di kebun binatang Bandung. Instrumen penelitian yang digunakan yaitu lembar observasi, angket, instrumen tes penguasaan konsep dan literasi biodiversitas. Data dianalisis secara deskriptif kuantitatif. Hasil penelitian menunjukkan keterlaksanaan proses pembelajaran *field trip* telah tercapai dengan kriteria baik sampai kriteria sangat baik pada pembelajaran *pra-field trip*, saat *field trip*, dan *pasca-field trip*. Hasil tes menunjukkan peningkatan penguasaan konsep biodiversitas siswa dalam kategori sedang ($N\text{-gain} = 0,34$) dan peningkatan literasi biodiversitas vertebrata siswa dalam kategori rendah ($N\text{-gain} = 0,20$). Level literasi biodiversitas vertebrata siswa berada pada level sedang (58,9%; 20 dari 34 siswa) dan level tinggi (41,1%; 14 dari 34 siswa) setelah diterapkan pembelajaran *field trip*. Secara keseluruhan, hasil belajar siswa menunjukkan persentase pencapaian konsep dan literasi biodiversitas masih di bawah Kriteria Ketuntasan Minimum (KKM) melalui pembelajaran *field trip*. Hal ini ditunjukkan oleh kurangnya dibekali penguatan pengetahuan terkait konsep biodiversitas kepada siswa setelah pembelajaran *field trip*.

Kata kunci: konsep biodiversitas, literasi, *field trip*, biodiversitas vertebrata

APPLICATION OF *FIELD TRIP* LEARNING AS AN EFFORT TO IMPROVE THE CONCEPT AND LITERACY OF VERTEBRATE BIODIVERSITY OF SENIOR HIGH SCHOOL STUDENTS

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Abstract

The research aims to obtain a description of information about the process of applying field trips learning as an effort to improve the biodiversity concept and literacy of vertebrate biodiversity of the senior high school students. The research applied pre-experimental method and the one group pretest–posttest design research. Participats who had been involved was 34 senior high school students in public school Bandung, 4 observers, and 3 guides on field trip learning to the Bandung Zoo. The research instrument used was observation sheets, questionnaire, instrument test of biodiversity concept and the biodiversity literacy. The data analyzed descriptively quantitative. The Results showed that the application of field trips learning process have been achieved with good criteria. The results of the tests showed an improvement on the biodiversity concept of students on the medium category (Ngain = 0,34) and improvement on the literacy of vertebrate biodiversity of students on the low category (Ngain = 0,20). The level literacy of vertebrate biodiversity of students were moderate level (58,9%; 20 of 34) and high level (41,1%; 14 of 34) after field trips learning. Overall, student learning outcomes shows the percentage of achievement of biodiversity concept and literacy still under Minimum Completeness Criterion (KKM) through field trip learning. Its indicated by the lack of strengthening of knowledge related to the concept of biodiversity to students after field trips learning.

Key words: biodiversity concept, literacy, field trip, vertebrate biodiversity