UPAYA MENINGKATKAN LITERASI LINGKUNGAN SISWA SMA MELALUI
PEMBELAJARAN BERBASIS MASALAH PADA MATERI EKOSISTEM

SKRIPSI

disusun untuk memenuhi salah satu syarat memeroleh gelar Sarjana Pendidikan

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UPAYA MENINGKATKAN LITERASI LINGKUNGAN SISWA SMA MELALUI
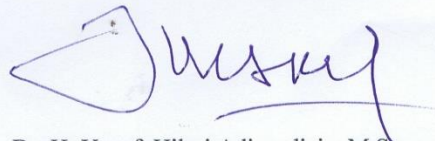PEMBELAJARAN BERBASIS MASALAH PADA MATERI EKOSISTEM

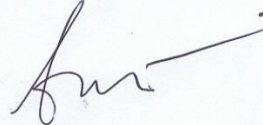disetujui dan disahkan oleh pembimbing:

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ABSTRAK

Upaya Meningkatkan Literasi Lingkungan Siswa SMA Melalui Pembelajaran Berbasis Masalah pada Materi Ekosistem

Literasi lingkungan merupakan pemahaman seseorang mengenai segala sesuatu yang berkaitan dengan lingkungan termasuk di dalamnya mengetahui masalah yang ada dan dapat mencari solusi sampai menanggulangi suatu masalah di lingkungan sekitar. Untuk menjadikan seseorang yang mempunyai literasi lingkungan diperlukan suatu usaha, salah satunya dengan memberikan pendidikan lingkungan kepada siswa di sekolah. Pembelajaran berbasis masalah, merupakan alternatif pembelajaran di dalam kelas yang dapat digunakan untuk menganalisis dan memberikan pemahaman kepada siswa mengenai suatu masalah. Tujuan dari penelitian ini untuk menganalisis pemahaman literasi lingkungan siswa SMA melalui pembelajaran berbasis masalah pada materi ekosistem. Materi ekosistem perlu dipelajari oleh manusia supaya dapat memberikan kontribusi yang baik terhadap alam sekitar. Desain pada penelitian ini adalah *Non-equivalent control group design*. Kemampuan literasi lingkungan siswa dijaring melalui soal pilihan ganda dan sikap literasi lingkungan dijaring melalui angket sikap. Sampel yang diambil pada penelitian ini yaitu kemampuan literasi lingkungan siswa SMA kelas X pada materi ekosistem di kelas ekperimen dan kelas kontrol. Hasil penelitian ini menunjukkan perbedaan signifikan (Sign. <0.05) antara kelas eksperimen dan kelas kontrol sebelum diterapkannya pembelajaran, sehingga perhitungan *N-gain* dilakukan pada setiap kompetensi literasi lingkungan. Peningkatan kompetensi keterampilan terdapat pada kelas eksperimen sedangkan peningkatan kompetensi pengetahuan dan sikap terdapat pada kelas kontrol. Hasil angket sikap setelah pembelajaran pada kelas eksperimen menunjukkan persentase lebih tinggi (67,50%) daripada kelas kontrol (57,28%). Keterlaksanaan pembelajaran berbasis masalah di observasi oleh seorang pengamat dengan hasil semua sintaks dapat terlaksana yang menunjukkan kriteria sangat tinggi. Siswa memberikan tanggapan baik terhadap pembelajaran berbasis masalah.

Kata kunci: Literasi Lingkungan, Pembelajaran Berbasis Masalah, Materi Ekosistem

ABSTRACT

Efforts to Improve the Environmental Literacy of High School Students Through Problem Based Learning on Ecosystem Materials

Environmental literacy is a person's understanding of everything related to the environment including to knowing the existing problems and can find solutions to tackle a problem in the surrounding environment. To make someone who has environmental literacy an effort is needed, one of them by providing environmental education to students at school. Problem-based learning, is an alternative learning in the classroom that can be used to analyze and provide understanding to students about a problem. The purpose of this study was to analyze the understanding of high school students environmental literacy through problem-based learning on ecosystem materials. Ecosystem materials need to be studied by humans in order to make a good contribution to the natural surroundings. The design in this study was Non-equivalent control group design. The ability of students' environmental literacy was selected through multiple choice questions and the attitude of environmental literacy was selected through an attitude questionnaire. The sample taken in this study is the environmental literacy ability of grade X high school students on ecosystem material in the experimental class and the control class. The results of this study indicate a significant difference (Sign. <0.05) between the experimental class and the control class before learning is implemented, so that the N-gain calculation is performed on each environmental literacy competency. Increased skill competency is in the experimental class while increased knowledge and attitude competence is in the control class. The results of the attitude questionnaire after learning in the experimental class showed a higher percentage (67.50%) than the control class (57.28%). The implementation of problem-based learning is observed by an observer with the result that all syntaxes can be implemented which shows very high criteria.Students give good responses to problem based learning.

Keywords: *Environmental Literacy, Problem-Based Learning, Ecosystem Materials*

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