

**IMPLEMENTASI *EDUCATION FOR SUSTAINABLE DEVELOPMENT*
DAN PENCAPAIAN *SUSTAINABILITY CONSCIOUSNESS* SISWA DI
SEKOLAH ADIWIYATA DAN SEKOLAH BERBASIS *ESD***

TESIS

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oleh

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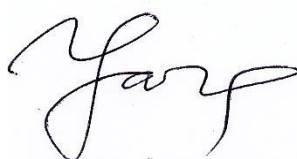
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ABSTRAK

Implementasi *Education For Sustainable Development (ESD)* dan Pencapaian Kesadaran Berkelanjutan Siswa di Sekolah Adiwiyata dan Sekolah Berbasis *ESD*

Rima Suwartiningsih Suwarto

Pendidikan untuk Pembangunan Berkelanjutan (*ESD*) penting untuk dikembangkan di Indonesia. Minimnya identifikasi dalam mengimplementasikan *ESD* menyebabkan representasi *ESD* di Indonesia belum tereksplorasi. Penelitian ini bertujuan untuk menganalisis model implementasi *ESD* yang diterapkan di sekolah Adiwiyata dan sekolah berbasis *ESD* di Indonesia yang terdiri dari analisis model implementasi *ESD* yang dilaksanakan, keterlaksanaan program *ESD*, integrasi *ESD* pada pembelajaran biologi, kesadaran berkelanjutan siswa, dan pengetahuan siswa terhadap Tujuan-tujuan Pembangunan Berkelanjutan. Penelitian deskriptif eksploratif ini melibatkan sampel sebanyak 27 siswa, lima manajemen sekolah, dan dua guru biologi dari kedua sekolah. Observasi, analisis dokumen, wawancara, kuesioner manajemen sekolah, daftar cek keterlaksanaan program *ESD*, angket skala kesadaran berkelanjutan, dan soal pengetahuan terhadap Tujuan-tujuan Pembangunan Berkelanjutan digunakan sebagai instrumen penelitian. Hasil penelitian menunjukkan bahwa model implementasi *ESD* di sekolah adiwiyata dan sekolah berbasis *ESD* masih terbatas pada penerapan kurikulum sekolah dan kegiatan nonkurikuler saja, pengintegrasian *ESD* pada pembelajaran biologi hanya ditemukan di sekolah berbasis *ESD* sedangkan di sekolah adiwiyata tidak ditemukan, keterlaksanaan program *ESD* di sekolah berbasis *ESD* sudah terlaksana dengan baik dan di sekolah adiwiyata sudah terlaksana dengan cukup baik sejalan dengan *ESD*, siswa di sekolah berbasis *ESD* cenderung lebih memiliki kesadaran berkelanjutan pada dimensi lingkungan, sosial, dan ekonomi dibandingkan siswa di sekolah adiwiyata, serta siswa belum memiliki pengetahuan yang cukup tentang ketujuh belas Tujuan-tujuan Pembangunan Berkelanjutan. Dapat disimpulkan bahwa implementasi *ESD* di sekolah adiwiyata dan sekolah berbasis *ESD* sudah berjalan dengan baik namun masih perlu pengembangan terutama pada strategi implementasi *ESD* pada kegiatan kurikuler dan peningkatan kompetensi pengetahuan siswa terhadap Tujuan-tujuan Pembangunan Berkelanjutan.

Kata kunci: Implementasi *ESD*, Tujuan-tujuan Pembangunan Berkelanjutan, Integrasi *ESD*, Pembelajaran Biologi, Kesadaran Berkelanjutan.

ABSTRACT

Implementation of Education for Sustainable Development and Pupils' Sustainability Consciousness in Adiwiyata School and ESD-based School

Rima Suwartiningsih Suwarto

Education for Sustainable Development (ESD) is important to develop in Indonesia. The lack of identification in implementing ESD causes of representation of ESD in Indonesia not yet explored. This study aims to analyze the ESD implementation model applied in Adiwiyata schools and ESD-based schools in Indonesia which consists of an analysis of the ESD implementation model being implemented, the ESD program implementation, ESD is integrated into biology learning, pupils' sustainability consciousness, and pupils' knowledge of the Sustainable Development Goals. This exploratory descriptive study involved a sample of 27 students, 5 school management, and 2 biology teachers from both schools. Observations, document analysis, interviews, school management questionnaires, ESD program implementation checklists, sustainability consciousness scale questionnaires, and knowledge questions of the Sustainable Development Goals were used as research instruments. The results showed that the ESD implementation model in Adiwiyata schools and ESD-based schools was still limited to the application of the school curriculum and non-curricular activities only, the integration of ESD in biology learning was only found in ESD-based schools while in Adiwiyata schools it was not found, the implementation of the ESD program in ESD-based schools has been carried out well and in Adiwiyata schools it has been implemented quite well in accordance with ESD, pupils' in ESD schools have more sustainability consciousness that considers environmental, social, and economic dimensions than pupils' in Adiwiyata schools, and pupils' do not yet have knowledge of the seventeen Sustainable Development Goals. It can be concluded that the implementation of ESD in Adiwiyata schools and ESD-based schools has been going well, but there is still a need for development, especially on the strategy for implementing ESD in curricular activities and increasing the competence of students' knowledge of Sustainable Development Goals.

Keywords: Implementation of ESD, Sustainable Development Goals, Integration of ESD, Learning Biology, Sustainability Consciousness.

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