

**MODEL PEMBELAJARAN PROYEK KEARIFAN KAMPUNG  
NAGA UNTUK MENGEMBANGKAN EKOLITERASI SISWA  
SEKOLAH DASAR**

**DISERTASI**

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Doktor  
Pendidikan Dasar



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*MODEL PEMBELAJARAN PROYEK KEARIFAN KAMPUNG NAGA UNTUK MENGEMBANGKAN  
EKOLITERASI SISWA SEKOLAH DASAR*

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# LEMBAR PENGESAHAN

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**MODEL PEMBELAJARAN PROYEK KEARIFAN KAMPUNG NAGA UNTUK  
MENGEMBANGKAN EKOLITERASI SISWA SEKOLAH DASAR**

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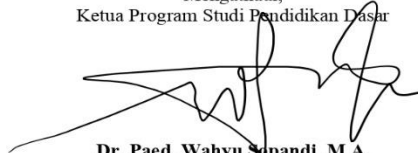
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# **MODEL PEMBELAJARAN PROYEK KEARIFAN KAMPUNG NAGA UNTUK MENINGKATKAN EKOLITERASI SISWA SEKOLAH DASAR**

## **ABSTRAK**

Pengelolaan lingkungan yang tidak disesuaikan antara alam dengan kebutuhan manusia menyebabkan terjadinya ketidaksimbangan antara manusia dengan lingkungannya, manusia dengan dirinya, dan manusia dengan kelompoknya. Hal tersebut menggambarkan kurangnya pemahaman seseorang terkait dengan ekoliterasi. Sekolah dianggap sebagai lembaga yang dapat menjadi tempat untuk mengembangkan ekoliterasi siswa.. Tujuan utama penelitian ini adalah untuk menemukan model pembelajaran kearifan Kampung Naga yang dapat mengembangkan ekoliterasi siswa. Metode penelitian yang digunakan adalah penelitian campuran (*mixed methods*) dengan desain eksplanatori. Penelitian dilaksanakan di daerah kearifan Kampung Naga dan di SDN Desa Neglasari Kecamatan Salawu Kabupaten Tasikmalaya serta melibatkan masyarakat Kampung Naga dan 50 siswa di dua sekolah dasar di wilayah Neglasari. Hasil penelitian menunjukkan bahwa kegiatan ekoliterasi pada masyarakat adat kampung Naga terdapat pada pengelolaan lingkungan, makanan tradisional, pengelolaan sumber air, dan kerja sama dalam kehidupan. Pengembangan model pembelajaran proyek kearifan Kampung Naga dalam pembelajaran IPS didasarkan pada konstruksi yang terdiri dari sintak, system sosial, prinsip-prinsip reaksi, system pendukung, dampak intruksional dan dampak pengiring. Sementara sintaks model proyek kearifan Kampung Naga dalam pembelajaran IPS meliputi: diskusi permulaan, pertanyaan mendasar, mendisain proyek, membuat jadwal, pelaksanaan proyek, memonitor proyek, menguji proyek, menguji pengalaman, melakukan *reinforcement*. Pengembangan model pembelajaran proyek kearifan Kampung Naga dalam pembelajaran IPS sangat efektif dalam mengembangkan ekoliterasi siswa sekolah dasar. Hal ini ditunjukkan dengan perbedaan hasil kompetensi ekoliterasi siswa sebelum dan sesudah pembelajaran pada setiap aspek ekoliterasi, dengan kata lain terdapat peningkatan pada aspek kognitif, emosional, kinerja, dan spirit ekoliterasi siswa setelah diterapkannya model pembelajaran proyek kearifan Kampung Naga.

Kata kunci: Pembelajaran Proyek, Kampung Naga, Ekoliterasi

# **LEARNING MODEL OF THE KAMPUNG NAGA WISDOM PROJECT TO DEVELOP ELEMENTARY SCHOOLS STUDENTS ECOLITERACY**

## **ABSTRACT**

Environmental management that is not adjusted between nature and human needs causes an imbalance between humans and their environment, humans and themselves, and humans and their groups.. This illustrates a person's lack of understanding regarding ecoliteracy. School is considered as an institution that can be a place to develop students ecoliteracy. The main objective of this research is to find a learning model of Kampung Naga wisdom that can develop students ecoliteracy. The research method used is mixed methods with an explanatory design. The research was carried out in the wisdom area of Kampung Naga and at SDN Desa Neglasari, Salawu District, Tasikmalaya Regency and involved the Kampung Naga community and 50 students in two elementary schools in the Neglasari region. The results showed that ecoliteracy activities in the indigenous peoples of Naga village were in environmental management, traditional food, water resources management, and cooperation in life. The development of the Kampung Naga wisdom project learning model in social studies learning is based on construction consisting of syntax, social systems, reaction principles, support systems, instructional impacts and accompaniment impacts. Meanwhile, the syntax of the Kampung Naga wisdom project model in social studies learning includes: initial discussion, basic questions, project design, scheduling, project implementation, project monitoring, project testing, experience testing, reinforcement. The development of the Kampung Naga wisdom project in social studies learning was very effective in increasing students ecoliteracy. This is indicated by the difference in the results of studentss' ecoliteracy competence before and after learning in every aspect of ecoliteracy, in other words there is an increase in the cognitive, emotional, performance, and ecoliteracy spirit of studentss after the implementation of the Kampung Naga wisdom project model.

Keywords: Project Based Learning, Kampung Naga, Ecoliteracy,

## DAFTAR ISI

<b>LEMBAR PENGESAHAN .....</b>	<b>2</b>
<b>PERNYATAAN ORISINALITAS KARYA Error! Bookmark not defined.</b>	
<b>UCAPAN TERIMA KASIH..... Error! Bookmark not defined.</b>	
<b>ABSTRAK .....</b>	<b>4</b>
<b>ABSTRACT .....</b>	<b>5</b>
<b>DAFTAR ISI.....</b>	<b>6</b>
<b>DAFTAR TABEL.....</b>	<b>8</b>
<b>DAFTAR GAMBAR.....</b>	<b>9</b>
<b>DAFTAR LAMPIRAN .....</b>	<b>Error! Bookmark not defined.</b>
<b>BAB I PENDAHULUAN.....</b>	<b>Error! Bookmark not defined.</b>
A. Latar Belakang Masalah .....	<b>Error! Bookmark not defined.</b>
B. Rumusan Masalah.....	<b>Error! Bookmark not defined.</b>
C. Tujuan Penelitian .....	<b>Error! Bookmark not defined.</b>
D. Manfaat Peneliti .....	<b>Error! Bookmark not defined.</b>
E. Struktur Organisasi Disertasi .....	<b>Error! Bookmark not defined.</b>
<b>BAB II KAJIAN TEORI .....</b>	<b>Error! Bookmark not defined.</b>
A. Ekoliterasi .....	<b>Error! Bookmark not defined.</b>
1. Hakikat ekoliterasi .....	<b>Error! Bookmark not defined.</b>
2. Ekoliterasi dan Pelestarian Lingkungan.....	<b>Error! Bookmark not defined.</b>
3. Ekoliterasi dan Pendidikan .....	<b>Error! Bookmark not defined.</b>
4. Ekoliterasi pada Pembelajaran IPSE.....	<b>Error! Bookmark not defined.</b>
B. Kearifan Lokal .....	<b>Error! Bookmark not defined.</b>
1. Hakikat Kearifan Lokal .....	<b>Error! Bookmark not defined.</b>
2. Kearifan Lokal dan Ekoliterasi ..	<b>Error! Bookmark not defined.</b>
3. Kearifan Lokal dan Pembelajaran IPSE.....	<b>Error! Bookmark not defined.</b>
C. Pembelajaran Berbasis Proyek.....	<b>Error! Bookmark not defined.</b>
1. Hakikat Pembelajaran Berbasis Proyek.....	<b>Error! Bookmark not defined.</b>

2. Landasan Filosofis Pembelajaran Berbasis Proyek .....**Error!  
Bookmark not defined.**

3. Langkah – Langkah Pembelajaran Berbasis Proyek.....**Error!  
Bookmark not defined.**

4. Penilaian Pembelajaran Berbasis Proyek**Error! Bookmark not  
defined.**

5. Implikasi Pembelajaran Berbasis proyek Bagi Siswa.....**Error!  
Bookmark not defined.**

D. Model Pembelajaran Proyek Kearifan Kampung Naga untuk  
Mengembangkan Ekoliterasi Siswa Sekolah Dasar.....**Error!  
Bookmark not defined.**

**BAB III METODE PENELITIAN** ..... Error! Bookmark not defined.

A. Desain Penelitian ..... **Error! Bookmark not defined.**

B. Subjek Penelitian ..... **Error! Bookmark not defined.**

C. Kisi-Kisi Instrumen Penelitian..... **Error! Bookmark not defined.**

D. Prosedur Penelitian ..... **Error! Bookmark not defined.**

E. Analisis data..... **Error! Bookmark not defined.**

**BAB IV TEMUAN DAN PEMBAHASAN** . Error! Bookmark not defined.

A. Temuan Penelitian ..... **Error! Bookmark not defined.**

1. Hasil Studi Etnografi di Kampung Naga**Error! Bookmark not  
defined.**

2. Pengembangan Model Pembelajaran Proyek Kearifan Kampung  
Naga ..... **Error! Bookmark not defined.**

3. Hasil Uji Model Pembelajaran Proyek Kearifan Kampung Naga  
**Error! Bookmark not defined.**

B. Pembahasan Hasil Penelitian ..... **Error! Bookmark not defined.**

1. Kegiatan Ekoliterasi pada Masyarakat Adat Kampung Naga  
**Error! Bookmark not defined.**

2. Model Pembelajaran Proyek Kearifan Kampung Naga untuk  
Mengembangkan Ekoliterasi Siswa Sekolah Dasar.....**Error!  
Bookmark not defined.**

3. Efektivitas Penerapan Model PPKK**Error! Bookmark not  
defined.**

**BAB V SIMPULAN, IMPLIKASI, DAN REKOMENDASI** ..... Error!  
Bookmark not defined.

A. Simpulan ..... **Error! Bookmark not defined.**

B. Implikasi .....	<b>Error! Bookmark not defined.</b>
C. Rekomendasi.....	<b>Error! Bookmark not defined.</b>
<b>DAFTAR PUSTAKA .....</b>	<b>8</b>

## DAFTAR TABEL

Tabel 2.1 Langkah-langkah pembelajaran <i>project based learning</i> .....	<b>Error! Bookmark not defined.</b>
Tabel 3.1 Kisi-Kisi Instrumen Penelitian Kegiatan Ekoliterasi pada Kearifan Kampung Naga.....	<b>Error! Bookmark not defined.</b>
Tabel 3.2 Kisi-Kisi Instrumen Penelitian Kompetensi Ekoliterasi Siswa .....	<b>Error! Bookmark not defined.</b>
Tabel 3.3 Kriteria Efektivitas Pembelajaran (Hake, 1998) .....	<b>Error! Bookmark not defined.</b>
Tabel 4.1 Sintaks Pembelajaran berbasis proyekdan Pengembangan Model PjBL-KSKN .....	<b>Error! Bookmark not defined.</b>
Tabel 4.2 Hasil Validasi Pakar Model PPKKN dalam Pembelajaran IPS .....	<b>Error! Bookmark not defined.</b>
Tabel 4.3 Efektivitas Penggunaan Model pada Aspek Kognitif .....	<b>Error! Bookmark not defined.</b>
Tabel 4.4 Efektivitas Penggunaan Model pada Aspek Sikap/Emosional .....	<b>Error! Bookmark not defined.</b>
Tabel 4.5 Efektivitas Penggunaan Model pada Aspek Kinerja.....	<b>Error! Bookmark not defined.</b>
Tabel 4.6 Efektivitas Penggunaan Model pada Aspek Spirit.....	<b>Error! Bookmark not defined.</b>



## DAFTAR GAMBAR

- Gambar 2.1 Unsur Ketahanan Pangan/Makanan **Error! Bookmark not defined.**
- Gambar 2.2 Pengembangan Sistem Pangan/Makanan **Error! Bookmark not defined.**
- Gambar 2.3 Langkah langkah Pelaksanaan Pembelajaran Berbasis Proyek ..... **Error! Bookmark not defined.**
- Gambar 2.4 Desain Penilaian Pembelajaran Berbasis Proyek ..... **Error! Bookmark not defined.**
- Gambar 3.1. Desain Penelitian Campuran jenis Eksplanatory ..... **Error! Bookmark not defined.**
- Gambar 3.2 Desain Penelitian Etnografi..... **Error! Bookmark not defined.**
- Gambar 3.3 Desain dan Pengembangan Penelitian Enam Tahap ..... **Error! Bookmark not defined.**
- Gambar 3.4 Desain Penelitian Tindakan Kelas Model Ebbut (Hopkins, 1993 Wiriaatmadja, 2007)..... **Error! Bookmark not defined.**
- Gambar 3.5 Desain Umum Penelitian Pengembangan Model Pembelajaran Proyek Kearifan Kampung Naga ..... **Error! Bookmark not defined.**
- Gambar 4.1 Langkah langkah Pelaksanaan Pembelajaran Berbasis Proyek ..... **Error! Bookmark not defined.**
- Gambar 4.2 Desain Awal Sintaks Model PjBL-KSKN **Error! Bookmark not defined.**
- Gambar 4.3 Model PPKKN Setelah Validasi Pakar **Error! Bookmark not defined.**
- Gambar 4.4 Grafik Hasil Kompetensi Kognitif Ekoliterasi Siswa SDN Pondok Waru pada Setiap Siklus ..... **Error! Bookmark not defined.**
- Gambar 4.5 Grafik Hasil Kompetensi Kognitif Ekoliterasi Siswa SDN 1 Neglasari Pada Setiap Siklus..... **Error! Bookmark not defined.**
- Gambar 4.6 Grafik Hasil Kompetensi Emosional/Heart Ekoliterasi Siswa pada Setiap Siklus di SDN Pondok Waru .... **Error! Bookmark not defined.**
- Gambar 4.7 Grafik Hasil Kompetensi Emosional/Heart Ekoliterasi Siswa pada Setiap Siklus di SDN 1 Neglasari..... **Error! Bookmark not defined.**
- Gambar 4.8 Grafik Hasil Kompetensi Kinerja/hand Ekoliterasi Siswa pada Setiap Siklus..... **Error! Bookmark not defined.**
- Gambar 4.9 Grafik Hasil Kompetensi Ekoliterasi Siswa pada Aspek Kinerja di SDN 1 Neglasari Tasikmalaya ..... **Error! Bookmark not defined.**
- Gambar 4.10 Grafik Hasil Kompetensi Spirit Ekoliterasi Siswa pada Setiap Siklus di SDN Pondok Waru Neglasari Tasikmalaya **Error! Bookmark not defined.**
- Gambar 4.11 Grafik Hasil Kompetensi Spirit Ekoliterasi Siswa pada Setiap Siklus di SDN 1 Neglasari Tasikmalaya..... **Error! Bookmark not defined.**

Gambar 4.12 Hutan Larangan di Kampung Naga**Error! Bookmark not defined.**

Gambar 4.13 Tanggul Jerami..... **Error! Bookmark not defined.**

Gambar 4.14 Masa tanam/*tandur* di Kampung Naga**Error! Bookmark not defined.**

Gambar 4.15 Model rumah adat Kampung Naga**Error! Bookmark not defined.**

Gambar 4.16 Kolong Imah di Kampung Naga**Error! Bookmark not defined.**

Gambar 4.17 Lantai Bahan Palupuh ..... **Error! Bookmark not defined.**

Gambar 4.18 Dapur di rumah Kampung Naga**Error! Bookmark not defined.**

Gambar 4.19 Proses *Nutu* di Kampung Naga**Error! Bookmark not defined.**

Gambar 4.20 Makanan Tradisional di Kampung Naga**Error! Bookmark not defined.**

Gambar 4.21 Tempat Sumber Air Bersih ..... **Error! Bookmark not defined.**

Gambar 4.22 Perbatasan Sungai Ciwulan dengan Kampung Naga .....**Error! Bookmark not defined.**

Gambar 4.23 Hasil Kerja Sama dengan Jepang dan BRI Peduli .....**Error! Bookmark not defined.**

Gambar 4.24 Penyampaian Materi oleh Perwakilan Masyarakat Kampung Naga dan Pelaksanaan Pembuatan Proyek. **Error! Bookmark not defined.**

Gambar 4.25 Peretemuan antara Masyarakat Kampung Naga dengan Pihak Sekolah..... **Error! Bookmark not defined.**

Gambar 4.26 Peran Guru dalam Pembelajaran**Error! Bookmark not defined.**

Gambar 4.27 Peran Guru dalam Pembuatan Proyek**Error! Bookmark not defined.**

Gambar 4.28 Proses Menggambar Denah Proyek**Error! Bookmark not defined.**

Gambar 4.29 Sikap Siswa dalam Menjaga Lingkungan**Error! Bookmark not defined.**

Gambar 4.30 Proses Penanaman Pohon untuk Taman sekolah .....**Error! Bookmark not defined.**

Gambar 4.31 Lahan sebelum dan Sesudah Dijadikan Taman Sekolah.**Error! Bookmark not defined.**

Gambar 4.32 Sebagian Siswa Sedang Melakukan Kegiatan Piket Kelas ..... **Error! Bookmark not defined.**

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