

**MODEL PEMBELAJARAN RADEC
BERORIENTASI *EDUCATION FOR SUSTAINABLE DEVELOPMENT*
UNTUK MENGEMBANGKAN KESADARAN KEBERLANJUTAN
SISWA SEKOLAH DASAR**

DISERTASI

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Doktor Pendidikan Dasar



oleh
Hana Lestari
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**PENDIDIKAN DASAR
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2022**

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Sebuah Disertasi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Doktor (Dr.) pada Program Pendidikan Dasar

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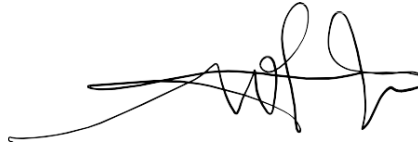
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ABSTRAK

Model Pembelajaran RADEC Berorientasi *Education For Sustainable Development* untuk Mengembangkan Kesadaran Keberlanjutan Siswa Sekolah Dasar

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Penelitian ini dilatarbelakangi dari kebutuhan pembangunan yang harus memperhatikan prinsip keberlanjutan agar generasi ke generasi dapat memanfaatkan sumber daya alam yang ada. Hal ini berarti dibutuhkan SDM yang memiliki kesadaran tentang pentingnya prinsip keberlanjutan. Kesadaran keberlanjutan dapat dikembangkan melalui pendidikan untuk pembangunan berkelanjutan yang dikenal dengan istilah *Education for Sustainable Development* (ESD). Pendidikan sekolah dasar ialah jenjang yang paling tepat dalam pembentukan kesadaran atas nilai-nilai keberlanjutan. Orientasi ESD ke dalam kurikulum pendidikan dasar sebaiknya melalui proses pembelajaran yang menekankan pada keterampilan berpikir kritis, reflektif dan kreatif sehingga dapat menciptakan SDM yang dapat mengolah sumber daya alam untuk dapat dimanfaatkan pada saat ini maupun generasi selanjutnya. Salah satu model pembelajaran yang dapat mengembangkan keterampilan berpikir tersebut adalah model pembelajaran RADEC. Model RADEC pada penciptaanya disesuaikan dengan kurikulum nasional serta karakteristik guru dan siswa di Indonesia. Model ini dapat menstimulus siswa belajar aktif, memaksimalkan kemampuan berpikir dan menanamkan sikap maupun perilaku siswa. Oleh karena itu, model RADEC berorientasi ESD dapat memfasilitasi siswa untuk mengembangkan tidak hanya pemahaman konseptual tentang pembangunan berkelanjutan tetapi juga sikap dan perilaku keberlanjutan. Model pembelajaran RADEC berorientasi ESD dalam penelitian ini dikembangkan dalam pembelajaran tematik. Pembelajaran tematik di sekolah dasar dapat mengintegrasikan dimensi pembangunan berkelanjutan baik dimensi ekonomi, sosial budaya maupun lingkungan dalam satu tema. Pembelajaran tematik yang diorientasikan dengan ESD dapat mengaitkan isu-isu lokal dan global mengenai pembangunan berkelanjutan yang dikaitkan dengan tema dalam kehidupan nyata.

Fokus masalah dalam penelitian ini adalah merancang dan mengembangkan desain pembelajaran model RADEC berorientasi ESD. Pendekatan yang digunakan dalam penelitian ini adalah *design and development*, yang melibatkan 150 siswa dan 6 guru dari 6 sekolah yang berbeda di setiap kecamatan di kota Bogor. Pengumpulan data dilakukan dengan kuesioner dengan menggunakan skala rating, wawancara, observasi, tes dan dokumentasi. Data yang didapatkan kemudian dianalisis menggunakan *Explanatory Sequential Mixed Method*, yaitu metode analisis data yang menggunakan analisis data kuantitatif dan kualitatif yang dilakukan secara terpisah. Hasil penelitian menunjukkan desain kurikulum yang dikembangkan yakni pembelajaran model RADEC berorientasi ESD dapat diimplementasikan dalam pembelajaran tematik di sekolah dasar dan dapat mengembangkan Kesadaran keberlanjutan dan penguasaan konsep siswa. Berdasarkan hasil tersebut, sekolah perlu mendorong penciptaan lingkungan yang efektif dalam mengimplementasikan desain pembelajaran model RADEC berorientasi pendidikan dalam pembangunan berkelanjutan untuk mengembangkan kesadaran keberlanjutan dan penguasaan konsep siswa. Selain itu, diperlukan pengembangan desain lebih lanjut untuk mengembangkan kompetensi lainnya yang mencakup keterampilan abad 21 dan kemampuan literasi.

Kata Kunci: ESD, Model Pembelajaran RADEC, Pembelajaran Tematik, Kesadaran Keberlanjutan, Penguasaan Konsep, Pendidikan Sekolah Dasar

Hana Lestari, 2022

MODEL PEMBELAJARAN RADEC BERORIENTASI *EDUCATION FOR SUSTAINABLE DEVELOPMENT* UNTUK MENGEMBANGKAN KESADARAN KEBERLANJUTAN SISWA SEKOLAH DASAR

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ABSTRACT

ESD Oriented RADEC Learning Model To Develop Sustainability Consciousness in Elementary School

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This research is motivated by the need for development that pays attention to the creation of future generations that can take advantage of existing natural resources. This translates into the need for human resources that are aware of the importance of sustainability principles. Sustainability consciousness can be developed through ESD. Basic education is the most appropriate level of education to begin the development of sustainability awareness and values. The integration of ESD into the basic education curriculum should adopt a critical and reflective learning process that foster the development of creative thinking skills so that it can create human resources that can utilize natural resources sustainably for the current and future generations. One of the learning models that can develop these thinking skills is the RADEC learning model. The RADEC model stimulates students' active learning, optimizes their thinking skills, and foster good attitudes and behavior. The ESD-oriented RADEC model can facilitate not only the students' conceptual understanding of sustainable development but also their attitudes and behaviors towards sustainability. The ESD-oriented RADEC learning model in this study was developed in thematic learning. Thematic learning in elementary schools makes it possible to integrate the different dimensions of sustainable development, i.e. economic, socio-cultural, and environmental dimensions, into one theme. Thematic learning in education for sustainable development can be linked to local and global issues on sustainable development that are relevant to real-life themes.

This study is aimed at designing and developing an ESD-oriented RADEC learning design model. The approach used in this research is design and development, which involves 150 students and 6 teachers from 6 different schools in the city of Bogor. Data were collected with scale-rated questionnaires, interviews, observations, tests, and documentation. The data obtained were then analyzed using the Explanatory Sequential Mixed Method, which is a data analysis method that uses quantitative and qualitative data analysis. The results show that the ESD-oriented RADEC learning model curriculum design, can be implemented in thematic learning in elementary schools and can develop students' conceptual mastery and awareness of sustainability issues. These results suggest that schools need to encourage the creation of an environment that implements the ESD-oriented RADEC model of learning design to develop students' conceptual mastery and awareness of sustainability issues. In addition, further design development is needed to develop other ESD competencies that include 21st-century skills and literacy skills.

Keywords: *Sustainability consciousness, ESD, RADEC Learning Model, Thematic Learning, Elementary School Education, Conceptual Mastery*

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