

**MENINGKATKAN KETERAMPILAN BERPIKIR SISTEM DAN
KESADARAN BERKELANJUTAN SISWA MELALUI PENGEMBANGAN
PEMBELAJARAN BERBASIS PROYEK BERMUATAN *EDUCATION*
*FOR SUSTAINABLE DEVELOPMENT***

TESIS

**Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan Program Studi Pendidikan Biologi**



Oleh

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PENGEMBANGAN PEMBELAJARAN BERBASIS PROYEK
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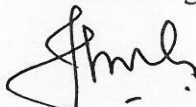
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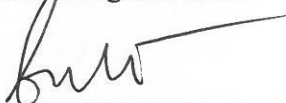


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ABSTRAK

MENINGKATKAN KETERAMPILAN BERPIKIR SISTEM DAN KESADARAN BERKELANJUTAN SISWA MELALUI PENGEMBANGAN PEMBELAJARAN BERBASIS PROYEK BERMUATAN *EDUCATION FOR SUSTAINABLE DEVELOPMENT*

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Education for Sustainable Development (ESD) merupakan pendekatan dalam pendidikan untuk mengembangkan pengetahuan, keterampilan, nilai dan sikap yang mendukung pembangunan berkelanjutan. Salah satu strategi menuju keberlanjutan yang dapat dikembangkan adalah dengan memperkenalkan dan melatih keterampilan berpikir sistem dan kesadaran berkelanjutan siswa di sekolah. Hal ini membutuhkan model pembelajaran partisipatif untuk mengembangkannya. Penelitian ini bertujuan untuk meningkatkan keterampilan berpikir sistem dan kesadaran berkelanjutan siswa SMA melalui pengembangan pembelajaran berbasis proyek bermuatan ESD pada materi perubahan lingkungan. Metode penelitian yang digunakan adalah *mixed methods* dengan desain penelitian *concurrent embedded design*. Subjek penelitian adalah siswa kelas X di salah satu SMA di Kabupaten Bandung yang berjumlah 35 orang yang dipilih secara *purposive sampling*. Data dikumpulkan melalui instrumen tes berupa *open ended question* untuk mengevaluasi keterampilan berpikir sistem dan instrumen berupa kuesioner untuk mengevaluasi kesadaran berkelanjutan siswa. Data diolah secara kuantitatif dengan melakukan skoring jawaban siswa berdasarkan rubrik. Analisis data dilakukan dengan menghitung nilai N-Gain untuk melihat besarnya peningkatan keterampilan berpikir sistem dan kesadaran berkelanjutan siswa sebelum dan sesudah pembelajaran. Selain itu, data juga diolah secara kualitatif dengan mendeskripsikan profil keterampilan berpikir sistem dan profil kesadaran berkelanjutan siswa. Hasil penelitian menunjukkan adanya peningkatan keterampilan berpikir sistem dengan kategori tinggi sebanyak 14 siswa, kategori sedang sebanyak 19 siswa dan kategori rendah sebanyak 2 siswa. Kesadaran berkelanjutan siswa juga mengalami peningkatan dengan kategori tinggi sebanyak 5 siswa, kategori sedang sebanyak 12 siswa, kategori rendah sebanyak 17 siswa dan 1 siswa tidak mengalami peningkatan. Berdasarkan hasil tersebut, dapat dinyatakan bahwa pembelajaran berbasis proyek bermuatan ESD dapat meningkatkan keterampilan berpikir sistem dan kesadaran berkelanjutan siswa.

Kata Kunci : keterampilan berpikir sistem, kesadaran berkelanjutan, pembelajaran berbasis proyek, *education for sustainable development*

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DAFTAR ISI

PERNYATAAN	i
ABSTRAK	ii
KATA PENGANTAR	iii
DAFTAR ISI	v
DAFTAR GAMBAR	vii
DAFTAR TABEL	viii
DAFTAR LAMPIRAN	ix
BAB I PENDAHULUAN	1
1.1 Latar Belakang Penelitian	1
1.2 Rumusan Masalah Penelitian	6
1.3 Tujuan Penelitian	7
1.4 Manfaat Penelitian	7
1.5 Batasan Penelitian	8
1.6 Struktur Organisasi Penelitian Tesis	8
BAB II KAJIAN PUSTAKA	10
2.1 Keterampilan Berpikir Sistem	10
2.2 Kesadaran Berkelanjutan	14
2.3 <i>Education for Sustainable Development</i>	16
2.4 Pembelajaran Materi Perubahan Lingkungan Berbasis Proyek	18
BAB III METODE PENELITIAN	24
3.1 Metode dan Desain Penelitian	24
3.2 Definisi Operasional	26
3.3 Subjek Penelitian	27
3.4 Perangkat Pembelajaran	27
3.5 Instrumen Penelitian	44
3.6 Prosedur Penelitian	51
3.7 Analisis Data	55

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**MENINGKATKAN KETERAMPILAN BERPIKIR SISTEM DAN KESADARAN BERKELANJUTAN SISWA
MELALUI PENGEMBANGAN PEMBELAJARAN BERBASIS PROYEK BERMUATAN EDUCATION FOR
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BAB IV HASIL PENELITIAN DAN PEMBAHASAN	62
4.1 Pengembangan Strategi Pembelajaran Berbasis Proyek Bermuatan ESD.....	62
4.2 Tingkat Keterampilan Berpikir Sistem Siswa Sebelum dan Sesudah Pembelajaran Berbasis Proyek Bermuatan ESD.....	68
4.3 Tingkat Kesadaran Berkelanjutan Siswa Sebelum dan Sesudah Pembelajaran Berbasis Proyek Bermuatan ESD.....	90
4.4 Keterlaksanaan Pembelajaran Berbasis Proyek Bermuatan ESD.....	99
4.5 Tanggapan Siswa terhadap Pembelajaran Berbasis Proyek Bermuatan ESD.....	113
BAB V SIMPULAN, IMPLIKASI DAN REKOMENDASI.....	118
5.1 Simpulan	118
5.2 Implikasi	119
5.3 Rekomendasi	120
DAFTAR PUSTAKA	121
LAMPIRAN.....	130

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