

**PENERAPAN E-MODUL BERMUATAN *SUSTAINBLE AWARENESS* (E-MOBSA) UNTUK MENINGKATKAN KESADARAN BERKELANJUTAN DAN KREATIVITAS PESERTA DIDIK**

**TESIS**

Diajukan untuk memenuhi salah satu syarat memperoleh Gelar Magister  
pada Program Studi Pendidikan Biologi



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**LEMBAR PENGESAHAN**  
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**(E-MOBSA) UNTUK MENINGKATKAN KESADARAN**  
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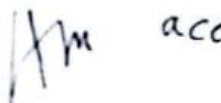
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### Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh penerapan E-Modul bermuatan *Sustainable Awareness* (E-Mobsa) terhadap kesadaran berkelanjutan peserta didik dan menganalisis pengaruh E-Modul bermuatan *Sustainable Awareness* (E-Mobsa) terhadap kreativitas peserta didik. Metode penelitian yang digunakan adalah metode penelitian kuasi eksperimen dengan desain penelitian *Nonequivalent control group design* pada variabel kesadaran berkelanjutan, sementara variabel kreativitas menggunakan desain penelitian *posttest-only with nonequivalent groups*. Selanjutnya dilakukan uji beda rata-rata pada kesadaran berkelanjutan dan kreativitas. Uji beda yang digunakan yaitu uji t tidak berpasangan pada variabel kesadaran berkelanjutan dan uji *Mann Whitney* pada variabel kreativitas. Hipotesis pada variabel kesadaran berkelanjutan ditolak karena nilai *sig. (2-Tailed)*  $> 0.05$  dengan Uji t Tidak Berpasangan. Hal ini menunjukkan bahwa tidak terdapat perbedaan terhadap kesadaran berkelanjutan peserta didik antara kelas kontrol dan kelas eksperimen setelah diberikan E-Mobsa. Hipotesis pada variabel kreativitas diterima karena nilai *Asymp.sig. (2-Tailed)*  $< 0.05$  dengan *Mann Whitney*. Hal ini menunjukkan bahwa terdapat perbedaan terhadap kreativitas peserta didik antara kelas kontrol dan kelas eksperimen setelah diberikan E-Mobsa. Penyebab tidak adanya perbedaan rata-rata kesadaran berkelanjutan peserta didik kelas eksperimen dan kelas kontrol yaitu kurangnya minat, motivasi, dan konsentrasi peserta didik terhadap E-Mobsa. Hal ini karena peserta didik tidak terbiasa dengan pembelajaran mandiri dan tugas terstruktur. Penyebab tidak adanya perbedaan rata-rata kreativitas peserta didik yaitu kurangnya rutinitas positif, kemampuan *micromastery*, *positive mental attitude*. Selain itu peserta didik memiliki hambatan berupa tidak ada dorongan bereksplorasi, jadwal yang terlalu ketat, proses belajar mengajar yang menggunakan pendekatan *teacher center*, dan ketidakseriusan peserta didik dalam belajar.

Kata Kunci: E-Modul, hipotesis ditolak, kesadaran berkelanjutan, kreativitas, kuasi eksperimen

***Application of Sustainable Awareness-Loaded E-Modules to Increase Students'  
Sustainable Awareness and Creativity***

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*Abstract*

*This study aims to analyze the effect of implementing E-Modules with Sustainable Awareness (E-Mobsa) on students' sustainable awareness and analyze the effect of E-Modules with Sustainable Awareness (E-Mobsa) on students' creativity. The research method used is a quasi-experimental research method with a research design Nonequivalent control group design on sustainable awareness variables, while the creativity variable uses a posttest-only research design with nonequivalent groups. Then a different test is performed on the average difference in sustainable awareness and creativity. The different tests used were the unpaired t test on the variable sustainable awareness and the Mann Whitney test on the creativity variable. The hypothesis on the sustainable awareness variable was rejected because the sig. (2-Tailed) > 0.05 with unpaired t test. This shows that there is no difference in students' ongoing awareness between the control class and the experimental class after being given E-Mobsa. The hypothesis on the creativity variable was accepted because the Asymp.sig value. (2-Tailed) < 0.05 with Mann Whitney. This shows that there is difference in the creativity of students between the control class and the experimental class after being given E-Mobsa. The reason for the absence of an average difference in the continuous awareness of students in the experimental class and the control class is the lack of interest, motivation and concentration of students towards E-Mobsa. This is because students are not used to independent learning and structured assignments. The reason for the absence of an average difference in students' creativity is the lack of positive routines, micromastery abilities, positive mental attitude. In addition, students have obstacles in the form of no encouragement to explore, schedules that are too tight, the teaching and learning process uses a teacher center approach, and students are not serious about learning.*

*Keyword: E-Module, creativity, hypothesis rejected, quasi experiment, sustainable awareness*

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