

**PROGRAM PERKULIAHAN MENGGUNAKAN *READ, ANSWER, DISCUSS, EXPLAIN, CREATE* BERORIENTASI *EDUCATION FOR SUSTAINABLE DEVELOPMENT* UNTUK MENINGKATKAN LITERASI LINGKUNGAN MAHASISWA PGSD**

**DISERTASI**

Diajukan untuk Memenuhi Sebagian dari Syarat Memperoleh  
Gelar Doktor Pendidikan Dasar



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PROGRAM STUDI PENDIDIKAN DASAR  
SEKOLAH PASCASARJANA  
UNIVERSITAS PENDIDIKAN INDONESIA  
2023

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**PROGRAM PERKULIAHAN MENGGUNAKAN *READ, ANSWER, DISCUSS, EXPLAIN AND CREATE* BERORIENTASI *EDUCATION FOR SUSTAINABLE DEVELOPMENT* UNTUK MENINGKATKAN LITERASI LINGKUNGAN MAHASISWA PGSD**

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## PERNYATAAN KEASLIAN DISERTASI

Saya yang bertanda tangan dibawah ini:

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Dengan ini menyatakan bahwa disertasi dengan judul “Program Perkuliahan Menggunakan *Read, Answer, Discuss, Explain, Create* Berorientasi *Education For Sustainable Development* untuk Meningkatkan Literasi Lingkungan Mahasiswa PGSD” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Januari 2023



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## KATA PENGANTAR

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*Education for sustainable development (ESD)* menjadi paradigma pendidikan global dan dipandang sebagai sarana yang dapat mengembangkan sikap, keterampilan, dan pengetahuan untuk pembangunan berkelanjutan. Pembangunan berkelanjutan adalah konsep pembangunan yang memenuhi kebutuhan masa kini tanpa mengorbankan kebutuhan generasi mendatang. Pembangunan berkelanjutan sebagai respon atas kekhawatiran dunia internasional untuk kehidupan yang lebih baik dengan keterbatasan sumber daya alam dan bahaya degradasi lingkungan. *ESD* dijadikan sebagai sarana untuk membangkitkan kesadaran akan isu keberlanjutan dan untuk membawa perubahan sikap, nilai dan pola perilaku individu terkait keberlanjutan.

Program Perkuliahan ini dikembangkan untuk menghasilkan program perkuliahan konsep dasar biologi dalam IPA SD untuk mahasiswa PGSD melalui model pembelajaran *Read, Answer, Discuss, Explain Create (RADEC)* berorientasi *ESD*. Selain itu dengan adanya program perkuliahan dapat diperoleh informasi dampak perkuliahan menggunakan *RADEC* berorientasi *ESD* terhadap peningkatan literasi lingkungan mahasiswa PGSD.

Disertasi ini diharapkan dapat menambah wawasan dan pengetahuan terkait implementasi *ESD* untuk pembelajaran di perguruan tinggi. Selain itu dapat menjadi alternatif pembelajaran yang dapat mengembangkan pengetahuan, keterampilan dan sikap yang terkait isu keberlanjutan.

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**ABSTRAK**

*Education for Sustainable Development (ESD)* merupakan salah satu upaya untuk mencapai tujuan pembangunan berkelanjutan. Pendidikan dijadikan sebagai sarana untuk membangkitkan kesadaran akan isu keberlanjutan dan untuk membawa perubahan sikap, nilai dan pola perilaku individu terkait keberlanjutan. *ESD* berorientasi pada masa depan, fokus untuk melindungi lingkungan dan membuat lebih banyak lagi tindakan yang melestarikan ekologi secara bersama-sama. Salah satu cara yang dapat digunakan untuk mengatasi permasalahan lingkungan ini dengan membangun literasi lingkungan melalui pendidikan formal. Upaya implementasi *ESD* pada seluruh jenjang pendidikan perlu dilakukan. Namun kenyataannya belum ditemukan upaya maksimal untuk mengimplementasikan *ESD* dalam pembelajaran di perguruan tinggi khususnya bagi mahasiswa PGSD. Penelitian ini bertujuan untuk mengembangkan dan menghasilkan program perkuliahan untuk mahasiswa PGSD melalui model pembelajaran *Read, Answer, Discuss, Explain, Create (RADEC)* berorientasi *ESD*. Penelitian ini dilakukan dengan menggunakan metode penelitian dan pengembangan (R & D). Prosedur pengembangan yang digunakan dalam penelitian ini didasarkan pada model pengembangan *ADDIE (Analysis, Design, Development, Implementation, Evaluation)*. Instrumen penelitian yang digunakan berupa lembar penilaian validasi produk, wawancara, kuisioner literasi lingkungan, observasi, tes dan catatan lapangan. Data yang diperoleh dianalisis secara kuantitatif dan kualitatif. Penelitian ini menghasilkan program perkuliahan menggunakan model pembelajaran *RADEC* berorientasi *ESD* yang valid dan efektif untuk mahasiswa PGSD. Setelah dilakukan pembelajaran dengan menggunakan model pembelajaran *RADEC* berorientasi *ESD*, literasi lingkungan mahasiswa PGSD mengalami peningkatan. Berdasarkan hasil tersebut, lembaga pencetak calon guru dapat membuat kebijakan terkait implementasi model *RADEC* berorientasi *ESD* di perguruan tinggi untuk mengembangkan literasi lingkungan mahasiswa. Penelitian ini masih perlu dikembangkan dengan memperluas kajian topik *ESD* pada mata kuliah lainnya yang relevan dan mengembangkan kemampuan literasi lainnya.

**Kata Kunci:** *ESD, RADEC, Literasi Lingkungan, Mahasiswa PGSD*

**LECTURE PROGRAM USING READ, ANSWER, DISCUSS, EXPLAIN,  
AND CREATE ORIENTED EDUCATION FOR SUSTAINABLE  
DEVELOPMENT TO IMPROVE PROSPECTIVE ELEMENTARY  
SCHOOL TEACHERS' ENVIRONMENTAL LITERACY**

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**ABSTRACT**

Education for Sustainable Development (ESD) is one of the efforts to achieve sustainable development goals. Education is used to raise awareness of sustainability issues and to bring about changes in attitudes, values, and individual behavior patterns regarding sustainability. ESD is future-oriented, focused on protecting the environment and making more ecologically sustainable actions together. One of the ways that can be used to overcome the problem is by building environmental literacy through formal education. The efforts to implement ESD at all levels of education need to be carried out. However, a maximum effort has not been found to implement ESD in learning in tertiary institutions, especially for prospective elementary school teachers. This research aims to develop and produce lecture programs for prospective elementary school teachers through the ESD-oriented Read, Answer, Discuss, Explain, Create (RADEC) learning model. This research was conducted using research and development (R & D) methods. The procedure used in this research is based on the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. The research instruments used were product validation assessment sheets, interviews, environmental literacy questionnaires, observations, tests, and field notes. The data obtained were analyzed quantitatively and qualitatively. This research resulted in a valid and effective lecture program using the ESD-oriented RADEC learning model for prospective elementary school teachers. After learning using the ESD-oriented RADEC learning model, the environmental literacy of prospective elementary school teacher students has increased. These results suggest that teacher education institute can make policies related to the implementation of the ESD-oriented RADEC model in college to develop student environmental literacy. This research still needs to be developed by expanding the study of ESD topics in other relevant subjects and developing other literacy skills.

**Keywords:** ESD, RADEC, Environmental Literacy, Prospective Elementary School Teacher



## DAFTAR ISI

	Halaman
<b>HALAMAN JUDUL DISERTASI.....</b>	<b>I</b>
<b>LEMBAR PENGESAHAN .....</b>	<b>ii</b>
<b>PERNYATAAN KEASLIAN DISERTASI .....</b>	<b>iii</b>
<b>KATA PENGANTAR.....</b>	<b>iv</b>
<b>UCAPAN TERIMA KASIH.....</b>	<b>v</b>
<b>ABSTRAK .....</b>	<b>vii</b>
<b>ABSTRACT .....</b>	<b>viii</b>
<b>DAFTAR ISI.....</b>	<b>ix</b>
<b>DAFTAR TABEL.....</b>	<b>xiii</b>
<b>DAFTAR GAMBAR.....</b>	<b>xvi</b>
<b>DAFTAR LAMPIRAN .....</b>	<b>xviii</b>
<b>BAB I PENDAHULUAN.....</b>	<b>Error! Bookmark not defined.</b>
1.1 Latar Belakang.....	<b>Error! Bookmark not defined.</b>
1.2 Rumusan Masalah.....	<b>Error! Bookmark not defined.</b>
1.3 Tujuan Penelitian.....	<b>Error! Bookmark not defined.</b>
1.4 Signifikansi Penelitian.....	<b>Error! Bookmark not defined.</b>
1.5 Manfaat Penelitian.....	<b>Error! Bookmark not defined.</b>
1.6 Struktur Organisasi Disertasi.....	<b>Error! Bookmark not defined.</b>
<b>BAB II KAJIAN PUSTAKA .....</b>	<b>Error! Bookmark not defined.</b>
2.1 Literasi Lingkungan.....	<b>Error! Bookmark not defined.</b>
2.1.1 Teori dan Konsep Literasi Lingkungan .....	<b>Error! Bookmark not defined.</b>
2.1.2 Literasi lingkungan dan isu-isu keberlanjutan pada lingkungan .....	<b>Error! Bookmark not defined.</b>
2.1.3 Komponen-komponen literasi lingkungan dan pengukurannya.....	<b>Error! Bookmark not defined.</b>
2.2 Teori dan Konsep Pembangunan Berkelanjutan .....	<b>Error! Bookmark not defined.</b>
2.3 <i>Education for Sustainable Development</i> ...	<b>Error! Bookmark not defined.</b>

2.3.1 Teori dan konsep dasar <i>Education for Sustainable Development</i> .....	<b>Error! Bookmark not defined.</b>
2.3.2 Sejarah <i>ESD</i> untuk pembangunan berkelanjutan... <b>Error! Bookmark not defined.</b>	
2.4 Model Pembelajaran RADEC .....	<b>Error! Bookmark not defined.</b>
2.5 Model pembelajaran RADEC berorientasi <i>ESD</i> untuk meningkatkan literasi lingkungan .....	<b>Error! Bookmark not defined.</b>
2.6 Penyusunan Program Perkuliahan di Perguruan Tinggi. <b>Error! Bookmark not defined.</b>	
2.7 Kajian Materi Konsep Dasar Biologi IPA SD berorientasi <i>ESD</i> .....	<b>Error! Bookmark not defined.</b>
2.8 Penelitian terdahulu yang relevan.....	<b>Error! Bookmark not defined.</b>
2.9 Kerangka Berpikir .....	<b>Error! Bookmark not defined.</b>
<b>BAB III METODOLOGI PENELITIAN .....</b>	<b>Error! Bookmark not defined.</b>
3.1 Desain Penelitian .....	<b>Error! Bookmark not defined.</b>
a. Tahap <i>Analyze</i> (analisis).....	<b>Error! Bookmark not defined.</b>
b. Tahap <i>Design</i> (desain).....	<b>Error! Bookmark not defined.</b>
c. Tahap <i>Development</i> (Pengembangan) . <b>Error! Bookmark not defined.</b>	
d. Tahap <i>Implementation</i> (implementasi) <b>Error! Bookmark not defined.</b>	
e. Tahap <i>Evaluation</i> (Evaluasi) .....	<b>Error! Bookmark not defined.</b>
1. <i>Self-evaluation</i> .....	<b>Error! Bookmark not defined.</b>
2. <i>Expert review</i> .....	<b>Error! Bookmark not defined.</b>
3. <i>One-to-one Evaluation</i> .....	<b>Error! Bookmark not defined.</b>
4. <i>Small Group Evaluation</i> .....	<b>Error! Bookmark not defined.</b>
5. <i>Field Test Evaluation</i> .....	<b>Error! Bookmark not defined.</b>
3.2 Subjek Penelitian .....	<b>Error! Bookmark not defined.</b>
3.3 Populasi dan Sampel penelitian.....	<b>Error! Bookmark not defined.</b>
3.4 Definisi Operasional .....	<b>Error! Bookmark not defined.</b>
3.5 Instrumen Penelitian .....	<b>Error! Bookmark not defined.</b>
3.6 Prosedur Penelitian .....	<b>Error! Bookmark not defined.</b>
3.7 Analisis Data.....	<b>Error! Bookmark not defined.</b>
<b>BAB IV HASIL DAN PEMBAHASAN.....</b>	<b>Error! Bookmark not defined.</b>

4.1 Analisis Kebutuhan Pengembangan Program Perkuliahan menggunakan RADEC berorientasi Education for Sustainable Development (ESD)	<b>Error! Bookmark not defined.</b>
4.2 Desain Program Perkuliahan menggunakan <i>RADEC</i> berorientasi <i>Education for Sustainable Development</i>	<b>Error! Bookmark not defined.</b>
4.3. Pengembangan Program Perkuliahan menggunakan <i>RADEC</i> berorientasi <i>Education for Sustainable Development</i>	<b>Error! Bookmark not defined.</b>
4.4. Penerapan Program Perkuliahan menggunakan RADEC berorientasi Education for Sustainable Development.	<b>Error! Bookmark not defined.</b>
4.5 Efektivitas program perkuliahan menggunakan model RADEC berorientasi Education for Sustainable Development.	<b>Error! Bookmark not defined.</b>
4.6 Tanggapan mahasiswa terhadap perkuliahan menggunakan model <i>RADEC</i> berorientasi <i>ESD</i> .....	<b>Error! Bookmark not defined.</b>
4.7. Diseminasi Hasil Penelitian.....	<b>Error! Bookmark not defined.</b>
4.8 Kelebihan dan Kekurangan Penelitian .....	<b>Error! Bookmark not defined.</b>
<b>BAB V. SIMPULAN, IMPLIKASI DAN REKOMENDASI .....</b>	<b>Error! Bookmark not defined.</b>
5.1 Simpulan.....	<b>Error! Bookmark not defined.</b>
5.2 Implikasi .....	<b>Error! Bookmark not defined.</b>
5.3 Rekomendasi .....	<b>Error! Bookmark not defined.</b>
<b>DAFTAR PUSTAKA .....</b>	<b>198</b>
<b>LAMPIRAN.....</b>	<b>Error! Bookmark not defined.</b>

## DAFTAR TABEL

- Tabel 2.1 Tahapan Model Pembelajaran *RADEC* **Error! Bookmark not defined.**
- Tabel 2.2 Rancangan tahapan model pembelajaran *RADEC* berorientasi *ESD* untuk meningkatkan literasi lingkungan mahasiswa PGSD..... **Error! Bookmark not defined.**
- Tabel 2.3 Materi perkuliahan konsep dasar Biologi IPA SD berorientasi *ESD* ..... **Error! Bookmark not defined.**
- Tabel 3.1 Desain *one group pre-test post-test* ..... **Error! Bookmark not defined.**
- Tabel 3.2 Spesifikasi Panduan Validasi Produk Rencana Program Semester ..... **Error! Bookmark not defined.**
- Tabel 3.3 Spesifikasi Panduan Validasi Produk Desain Pembelajaran Model *RADEC* Berorientasi *ESD* ..... **Error! Bookmark not defined.**
- Tabel 3.4 Item pertanyaan untuk mengukur Literasi Lingkungan Mahasiswa PGSD ..... **Error! Bookmark not defined.**
- Tabel 3.5 Kisi-kisi Instrumen Literasi Lingkungan Mahasiswa PGSD ..... **Error! Bookmark not defined.**
- Tabel 3.6 Hasil Uji Validitas Kriteria Literasi lingkungan aspek pengetahuan (*knowledge*) ..... **Error! Bookmark not defined.**
- Tabel 3.7 Hasil Uji Validitas Kriteria Literasi lingkungan aspek sikap (*attitude*) ..... **Error! Bookmark not defined.**
- Tabel 3.8 Hasil Uji Validitas Kriteria Literasi lingkungan aspek pemanfaatan hasil lingkungan (*Uses*) ..... **Error! Bookmark not defined.**
- Tabel 3. 9. Hasil Uji Validitas Kriteria Literasi lingkungan aspek minat terhadap permasalahan lingkungan ..... **Error! Bookmark not defined.**
- Tabel 3.10. Kisi-kisi Angket Respon Mahasiswa terhadap Pembelajaran.... **Error! Bookmark not defined.**
- Tabel 3.11. Indikator Tes Penguasaan Konsep ..... **Error! Bookmark not defined.**
- Tabel 3.12. Hasil Uji Validitas Tes Penguasaan Konsep **Error! Bookmark not defined.**
- Tabel 3.13 Aspek yang Diamati Saat Proses Pembelajaran Menggunakan Model *RADEC* Berorientasi *ESD* ..... **Error! Bookmark not defined.**

- Tabel 3.14 Indikator Keterlaksanaan Pembelajaran yang diamati saat Proses Pembelajaran Menggunakan Model *RADEC* berorientasi *ESD* **Error! Bookmark not defined.**
- Tabel 3.15. Instrumen Penelitian yang digunakan dalam Penelitian ..... **Error! Bookmark not defined.**
- Tabel 3.16. Kategori Skor Validasi Produk .....**Error! Bookmark not defined.**
- Tabel 3.17. Kriteria Skor Angket.....**Error! Bookmark not defined.**
- Tabel 3.18. Kriteria Interpretasi Keterlaksanaan Pembelajaran**Error! Bookmark not defined.**
- Tabel 3. 19. Interpretasi Tes Literasi Lingkungan Peserta Didik ..... **Error! Bookmark not defined.**
- Tabel 3.20. Kategori *Gain* Ternormalisasi.....**Error! Bookmark not defined.**
- Tabel 3.21. Ringkasan Gambaran Pelaksanaan Penelitian, jenis instrumen dan Analisis Data .....**Error! Bookmark not defined.**
- Tabel 4. 1. Karakteristik Responden Studi Pendahuluan Mengenai Literasi Lingkungan.....**Error! Bookmark not defined.**
- Tabel 4. 2. Perbandingan Topik/materi pada mata kuliah konsep dasar Biologi IPA SD.....**Error! Bookmark not defined.**
- Tabel 4. 3. Dimensi *Education for Sustainable Development* .**Error! Bookmark not defined.**
- Tabel 4. 4. Hasil statistik deskriptif analisis angket kebutuhan model Pembelajaran.....**Error! Bookmark not defined.**
- Tabel 4. 5. Rancangan awal Rencana Program Semester berupa penentuan Topik, Capaian Pembelajaran dan Indikator Pembelajaran berorientasi *ESD* .....**Error! Bookmark not defined.**
- Tabel 4. 6 Desain Program Perkuliahan menggunakan *RADEC* berorientasi *Education For Sustainable Development***Error! Bookmark not defined.**
- Tabel 4. 7. Pengembangan Rencana Program Semester menggunakan model pembelajaran *RADEC* berorientasi *ESD*..... **Error! Bookmark not defined.**

- Tabel 4. 8. Tampilan contoh Rencana Program Perkuliahan (RPP) *RADEC* berorientasi *ESD* .....**Error! Bookmark not defined.**
- Tabel 4. 9. Pertanyaan Prapembelajaran yang digunakan dalam pembelajaran *RADEC* berorientasi *ESD* .....**Error! Bookmark not defined.**
- Tabel 4. 10. Hasil Evaluasi Pakar pada Prototipe 1, komentar dari ahli 1, 2 dan 3 .....**Error! Bookmark not defined.**
- Tabel 4. 11. Saran dan perbaikan pertanyaan Prapembelajaran pada tahap *one to one*.....**Error! Bookmark not defined.**
- Tabel 4. 12. Respon Mahasiswa terhadap Program Perkuliahan *RADEC* berorientasi *ESD* pada tahap *one-to-one evaluation*..... **Error! Bookmark not defined.**
- Tabel 4. 13. Respon Mahasiswa Pada Tahap *Small Group* **Error! Bookmark not defined.**
- Tabel 4. 14. Dokumentasi Pelaksanaan Pembelajaran *RADEC* berorientasi *ESD* .....**Error! Bookmark not defined.**
- Tabel 4. 15. Hasil Observasi Pembelajaran Menggunakan Model *RADEC* Berorientasi *ESD* Permahasiswa.....**Error! Bookmark not defined.**
- Tabel 4. 16. Kelengkapan Jawaban Pertanyaan Prapembelajaran Setiap Pertemuan .....**Error! Bookmark not defined.**
- Tabel 4. 17. Hasil Uji Normalitas Data Literasi Lingkungan Komponen Pengetahuan.....**Error! Bookmark not defined.**
- Tabel 4. 18. Hasil Uji *Paired Sample T-Test* Literasi Lingkungan Komponen Pengetahuan.....**Error! Bookmark not defined.**
- Tabel 4. 18. Hasil Uji Normalitas Data Literasi Lingkungan Komponen Sikap .....**Error! Bookmark not defined.**
- Tabel 4. 20. Hasil *Uji Paired Sample t-test* Literasi Lingkungan Komponen Sikap .....**Error! Bookmark not defined.**
- Tabel 4. 21. Hasil Uji Normalitas Data Literasi Lingkungan Komponen Pemanfaatan Hasil Lingkungan .....**Error! Bookmark not defined.**
- Tabel 4. 22. Hasil *Uji Paired Sample T-Test* Literasi Lingkungan Komponen Pemanfaatan Hasil Lingkungan .....**Error! Bookmark not defined.**

- Tabel 4. 23. Hasil Uji Normalitas Data Literasi Lingkungan Komponen Minat Terhadap Permasalahan Lingkungan. **Error! Bookmark not defined.**
- Tabel 4. 24 Hasil Uji *paired sample t-test* literasi lingkungan komponen minat terhadap permasalahan lingkungan.... **Error! Bookmark not defined.**
- Tabel 4. 25. Literasi Lingkungan komponen Pengetahuan setelah pembelajaran ..... **Error! Bookmark not defined.**
- Tabel 4. 26. Literasi Lingkungan Pada Komponen Sikap setelah pembelajaran ..... **Error! Bookmark not defined.**
- Tabel 4. 27. Postests Literasi Lingkungan Pada Komponen Pemanfaatan Hasil Lingkungan setelah pembelajaran ..... **Error! Bookmark not defined.**
- Tabel 4. 28. Literasi Lingkungan Pada Aspek Minat Masalah Lingkungan setelah pembelajaran..... **Error! Bookmark not defined.**

## DAFTAR GAMBAR

- Gambar 2.1. Komponen Literasi Lingkungan..... **Error! Bookmark not defined.**
- Gambar 2.2. Ilustrasi Komponen literasi lingkungan meliputi Kognitif, afektif dan perilaku (Dimodifikasi dari Hungerford dan Tomera (1985), Hungerford dan Volk (1990), Hungerford dkk. (1990), Liu dkk. (2015), Liang dkk. (2018), Cherdymova dkk. (2018) (Diilustrasikan oleh Fang *et al.*, 2022) ..... **Error! Bookmark not defined.**
- Gambar 2.3. Tujuan Pembangunan Berkelanjutan (Unesco, 2018)..... **Error! Bookmark not defined.**
- Gambar 2.4. Aksi Global yang diluncurkan pada *UNESCO ESD Youth Conference* di Paris 2018 (UNESCO, 2018) **Error! Bookmark not defined.**

- Gambar 2. 5. Kompetensi inti dan perilaku keberlanjutan.. **Error! Bookmark not defined.**
- Gambar 2. 6. Visualisasi peta jaringan *co-authorship* unit *author* dalam *output* Penelitian literasi lingkungan.....**Error! Bookmark not defined.**
- Gambar 2.7. Analisis *Co-Authorship* Berdasarkan Author Topik *ESD*..... **Error! Bookmark not defined.**
- Gambar 2.8. Kerangka berpikir.....**Error! Bookmark not defined.**
- Gambar 3.1. Bagan Alir Kegiatan Penelitian Pengembangan Program Perkuliahan .....**Error! Bookmark not defined.**
- Gambar 4.1. Analisis Bibliometrik Topik *ESD Co-Authorship* Berdasarkan Negara (Suratmi, *et al.* 2022).....**Error! Bookmark not defined.**
- Gambar 4.2. Hasil analisis bibliometrik topik *ESD Co occurrence by author keyword* (Suratmi, *et al.* 2022).....**Error! Bookmark not defined.**
- Gambar 4.3. Visualisasi Jaringan Kata Kunci Berdasarkan Total Kekuatan Topik Literasi Lingkungan (Suratmi, *et al.* 2022) .**Error! Bookmark not defined.**
- Gambar 4.4. Analisis Produktivitas Penelitian Tentang Literasi Lingkungan Pertahun .....**Error! Bookmark not defined.**
- Gambar 4.5. Indikator analisis kebutuhan model pembelajaran *RADEC* di Perguruan Tinggi (n=212).....**Error! Bookmark not defined.**
- Gambar 4.6. Desain Program perkuliahan menggunakan *RADEC* berorientasi *ESD* untuk meningkatkan literasi lingkungan mahasiswa PGSD .....**Error! Bookmark not defined.**
- Gambar 4.7. Uji coba *small group* pada pembelajaran *RADEC* berorientasi *ESD* .....**Error! Bookmark not defined.**
- Gambar 4.8. Diskusi Kelompok Pada Uji Coba *Small Group* Pembelajaran menggunakan Model *RADEC* berorientasi *ESD*.... **Error! Bookmark not defined.**
- Gambar 4.9. Hasil Observasi Keterlaksanaan Pembelajaran *RADEC* Per-Aspek.....**Error! Bookmark not defined.**



Gambar 4. 10. Rata-Rata Nilai Literasi Lingkungan pada komponen pengetahuan, sikap, pemanfaatan dan minat terhadap masalah lingkungan **Error!**

**Bookmark not defined.**

Gambar 4.11. Nilai *N-Gain* pada setiap aspek literasi lingkungan..... **Error!**

**Bookmark not defined.**

Gambar 4. 12. Rata-rata pencapaian penguasaan konsep setiap materi..... **Error!**

**Bookmark not defined.**

Gambar 4. 13. Respon mahasiswa setelah mengikuti program perkuliahan. **Error!**

**Bookmark not defined.**

## DAFTAR LAMPIRAN

- Lampiran 1. Angket Analisis Kebutuhan Model Pembelajaran RADEC .... **Error!  
Bookmark not defined.**
- Lampiran 2. Kuisisioner Literasi Lingkungan Mahasiswa PGSD..... **Error!  
Bookmark not defined.**
- Lampiran 3. Test Literasi Lingkungan pada komponen Pengetahuan ..... **Error!  
Bookmark not defined.**
- Lampiran 4. Lembar Penilaian Validasi Produk (Program Perkuliahan) .... **Error!  
Bookmark not defined.**
- Lampiran 5 Angket Respon Mahasiswa .....**Error! Bookmark not defined.**
- Lampiran 6. Soal Penguasaan Konsep Mata Kuliah Konsep Dasar Biologi IPA  
SD.....**Error! Bookmark not defined.**
- Lampiran 7. Pedoman Wawancara Analisis Kebutuhan..... **Error! Bookmark not  
defined.**
- Lampiran 8. Pedoman Wawancara Analisis Kebutuhan..... **Error! Bookmark not  
defined.**
- Lampiran 9. Produk/Program Perkuliahan RADEC berorientasi ESD..... **Error!  
Bookmark not defined.**
- Lampiran 10. Tampilan Produk Bahan Ajar yang Dijadikan Salah Satu Sumber  
Belajar .....**Error! Bookmark not defined.**
- Lampiran 11. Salah Satu Contoh Tampilan Produk Berupa RPS Sebelum dan  
Sesudah Revisi .....**Error! Bookmark not defined.**
- Lampiran 12. Rubrik Penilaian Proses Pembelajaran RADEC Berorientasi ESD  
Perpertemuan.....**Error! Bookmark not defined.**
- Lampiran 13. Data Analisis Kebutuhan Model Pembelajaran RADEC ..... **Error!  
Bookmark not defined.**
- Lampiran 14. Data Hasil Observasi Proses Pembelajaran dengan Menggunakan  
Rubrik Penilaian.....**Error! Bookmark not defined.**
- Lampiran 15. Respon mahasiswa terhadap pembelajaran pada tahap *one to one*  
.....**Error! Bookmark not defined.**
- Lampiran 16. Respon mahasiswa terhadap Pembelajaran menggunakan program  
pada tahap *Small Group* .....**Error! Bookmark not defined.**

- Lampiran 17. Uji Validitas dan Reliabilitas Instrumen Literasi Lingkungan **Error! Bookmark not defined.**
- Lampiran 19. Rekapitulasi Hasil *Pretest* dan *Posttest* Literasi Lingkungan Mahasiswa PGSD.....**Error! Bookmark not defined.**
- Lampiran 20. Data Analisis Kebutuhan Model Pembelajaran RADEC ..... **Error! Bookmark not defined.**
- Lampiran 21. Hasil Tes Penguasaan Konsep.....**Error! Bookmark not defined.**
- Lampiran 22. Catatan Lapangan Pelaksanaan Pembelajaran.....**Error! Bookmark not defined.**
- Lampiran 23. Rangkuman Hasil Wawancara.....**Error! Bookmark not defined.**
- Lampiran 23. Dokumentasi Kegiatan Pengisian Angket Analisis Kebutuhan Profil Literasi Lingkungan Calon Guru .....**Error! Bookmark not defined.**
- Lampiran 25. Dokumentasi Uji Coba Terbatas Tahap *One to One* ..... **Error! Bookmark not defined.**
- Lampiran 26. Dokumentasi Uji Coba Terbatas *Small Group* ...**Error! Bookmark not defined.**
- Lampiran 27. Dokumentasi *field test* Secara Daring Menggunakan Model Pembelajaran RADEC Berorientasi ESD ....**Error! Bookmark not defined.**
- Lampiran 28. HAKI Produk Penelitian.....**Error! Bookmark not defined.**
- Lampiran 29. SK Pembimbing Diserta**Error! Bookmark not defined.**
- Lampiran 30. Surat Izin Penelitian.....**Error! Bookmark not defined.**
- Lampiran 31. Surat Keterangan telah Selesai Penelitian .... **Error! Bookmark not defined.**

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