

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* TERINTEGRASI *EDUCATION FOR SUSTAINABLE DEVELOPMENT* BERBANTU ETNOKOMIK TERHADAP *CRITICAL THINKING SKILLS* DAN *SUSTAINABILITY AWARENESS*

Oleh

BALQIS

Penelitian ini bertujuan mengetahui pengaruh model *Problem Based Learning* terintegrasi *Education for Sustainable Development* berbantu etnokonik terhadap *Critical Thinking Skills* dan *Sustainability Awareness*. Jenis penelitian ini adalah *quasi eksperiment* atau eksperimen semu. Desain penelitian yang digunakan adalah *non-equivalen control group design*. Populasi penelitian ini yaitu seluruh peserta didik kelas X SMA Perintis 2 Bandar Lampung. Sampel penelitian ini terdiri dari dua kelas yaitu siswa kelas X.9 sebagai kelas eksperimen yang menggunakan model PBL terintegrasi ESD berbantu etnokonik dan siswa kelas X.4 sebagai kelas kontrol menggunakan model *discovery learning*. Teknik pemilihan sampel menggunakan *simple random sampling* karena karakteristik populasi relatif sama. Teknik pengumpulan data kuantitatif pada *critical thinking skills* berupa tes uraian dan data kualitatif pada *sustainability awareness* berupa angket. Hasil penelitian ini menunjukkan bahwa penggunaan model PBL terintegrasi ESD berbantu etnokonik berpengaruh signifikan terhadap *critical thinking skills* peserta didik menggunakan uji *Independent Sample T-test* dengan nilai Sig(2-tailed) $0.00 < 0.05$. Peningkatan nilai *pretest-posttest critical thinking skills* pada kelas eksperimen mendapat nilai rata-rata *N-gain* sebesar 0,64 termasuk kategori sedang, lebih tinggi dibandingkan kelas kontrol dengan rata-rata *N-gain* 0,46 termasuk kategori sedang. Hasil data angket *sustainability awareness* diperoleh rata-rata persentase sebesar 85,8% dengan kategori tinggi. Penerapan model PBL terintegrasi ESD berbantu etnokonik dapat memberikan permasalahan secara nyata kepada peserta didik dan mendorong terhadap peningkatan *critical thinking skills* dan *sustainability awareness*.

Kata Kunci : *problem based learning, education for sustainable development, etnokonik, critical thinking skills, sustainability awareness*

ABSTRACT

THE EFFECT OF THE INTEGRATED PROBLEM-BASED LEARNING MODEL EDUCATION FOR SUSTAINABLE DEVELOPMENT ASSISTED BY ETHNOCOMICS ON CRITICAL THINKING SKILLS AND SUSTAINABILITY AWARENESS

**By
BALQIS**

This study aims to determine the effect of the integrated Problem-Based Learning integrated with Education for Sustainable Development using ethnocomics on Critical Thinking Skills and Sustainability Awareness. This research is a quasi-experimental or pseudo-experimental study. The research design used is a non-equivalent control group design. The research population consists of all students in grade X at SMA Perintis 2 Bandar Lampung. The research sample consists of two classes: students in class X.9 as the experimental class using the PBL model integrated with ESD assisted by ethnocomics, and students in class X.4 as the control class using the discovery learning model. The sample selection technique used simple random sampling because the characteristics of the population were relatively similar. The quantitative data collection technique for critical thinking skills was in the form of an essay test and qualitative data on sustainability awareness through a questionnaire. The results of this study show that the use of the integrated ESD PBL model assisted by ethnocomics significantly influences students' critical thinking skills, as determined by the Independent Sample T-test with a Sig(2-tailed) value of $0.00 < 0.05$. The increase in pretest-posttest critical thinking skills scores in the experimental class achieved an average N-gain of 0.64, categorized as moderate, higher than the control class with an average N-gain of 0.46, also categorized as moderate. The survey data on sustainability awareness yielded an average percentage of 85.8%, categorized as high. The application of the integrated PBL model for ESD assisted by ethnocomics can present real-world problems to students and encourage the improvement of critical thinking skills and sustainability awareness.

Keywords: critical thinking skills, education for sustainable development, ethnocomics, problem-based learning, sustainability awareness