

ABSTRAK

PENGARUH *CONCEPT ATTAINMENT MODEL* BERBASIS *EDUCATION FOR SUSTAINABLE DEVELOPMENT* TERHADAP *CRITICAL THINKING SKILLS* DAN *SUSTAINABILITY AWARENESS* PESERTA DIDIK

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Critical thinking skills dan *sustainability awareness* merupakan kompetensi penting dalam menghadapi permasalahan isu global. Namun, tingkat *critical thinking skills* dan *sustainability awareness* peserta didik di Indonesia masih tergolong rendah. Tujuan penelitian ini adalah untuk mengetahui pengaruh *Concept Attainment Model* berbasis *Education for Sustainable Development* terhadap peningkatan *critical thinking skills* dan *sustainability awareness* peserta didik. Kelas X1 dan X3 ditetapkan sebagai sampel menggunakan teknik *purposive sampling*. Jenis data yang digunakan adalah data kuantitatif. Desain penelitian menggunakan *quasi eksperiment*. Teknik pengumpulan data dilakukan melalui *pretest* dan *posttest* serta *pre*-angket dan *post*-angket. Hasil *pretest* dan *posttest* menunjukkan bahwa rata-rata nilai *N-Gain* pada kelas eksperimen sebesar 0,47, lebih tinggi dibandingkan kelas kontrol dengan rata-rata *N-Gain* 0,37. Berdasarkan hasil uji *effect size*, diperoleh nilai sebesar 1,12 dengan kriteria “tinggi”. Pada data angket *sustainability awareness*, diperoleh selisih rata-rata tertinggi pada indikator *emotional awareness*, yaitu sebesar 50,00 pada kelas eksperimen. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penggunaan *Concept Attainment Model* berbasis *Education for Sustainable Development* berpengaruh secara signifikan terhadap peningkatan *critical thinking skills* dan berpengaruh terhadap peningkatan *sustainability awareness* peserta didik kelas X SMA Negeri 1 Sekampung pada materi Ekosistem. Penelitian ini dapat digunakan sebagai acuan dalam penelitian selanjutnya untuk mengkaji efektivitas model pada jenjang pendidikan dan materi pelajaran yang berbeda.

Kata Kunci: *Concept Attainment, Critical Thinking Skills, Education for Sustainable Development, Sustainability Awareness*

ABSTRACT

THE EFFECT OF THE CONCEPT ATTAINMENT MODEL BASED ON EDUCATION FOR SUSTAINABLE DEVELOPMENT ON STUDENTS' CRITICAL THINKING SKILLS AND SUSTAINABILITY AWARENESS

By

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Critical thinking skills and sustainability awareness are essential competencies in addressing global issues. However, the levels of critical thinking skills and sustainability awareness among students in Indonesia remain relatively low. This study aims to investigate the effect of the Concept Attainment Model based on Education for Sustainable Development on improving students' critical thinking skills and sustainability awareness. Classes X1 and X3 were selected as samples using purposive sampling techniques. The type of data used is quantitative. The research design employed a quasi-experimental method. Data collection techniques included pre-tests and post-tests as well as pre-questionnaires and post-questionnaires. The results of the pre-test and post-test showed that the average N-Gain score in the experimental class was 0.47, which was higher than that of the control class with an average N-Gain of 0.37. Based on the effect size test, a value of 1.12 was obtained, categorized as "high." In the sustainability awareness questionnaire data, the highest average difference was found in the emotional awareness indicator, with a value of 50.00 in the experimental class. Based on these results, it can be concluded that the use of the Concept Attainment Model based on Education for Sustainable Development has a significant effect on enhancing students' critical thinking skills and has an effect on increasing sustainability awareness among Grade X students of SMA Negeri 1 Sekampung in the Ecosystem topic. This study may serve as a reference for future research to explore the effectiveness of the model across different educational levels and subject matters.

Keywords : Concept Attainment, Critical Thinking Skills, Education for Sustainable Development, Sustainability Awareness