

## ABSTRAK

### **PENGARUH MODEL *DISCOVERY LEARNING* TERINTEGRASI *EDUCATION FOR SUSTAINABLE DEVELOPMENT* (ESD) TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN *SUSTAINABILITY AWARENESS***

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Penguasaan kemampuan berpikir kritis dan *sustainability awareness* diperlukan untuk menghadapi tantangan di masa depan. Namun, kedua kompetensi ini masih tergolong rendah. Penelitian ini bertujuan untuk mengetahui pengaruh model *discovery learning* terintegrasi *Education for Sustainable Development* (ESD) terhadap kemampuan berpikir kritis dan *sustainability awareness*. Jenis penelitian ini adalah *quasi eksperiment* dengan menggunakan *non-equivalent control group design*. Populasi penelitian yaitu seluruh peserta didik kelas X SMA Negeri 1 Jati Agung. Sampel diambil menggunakan teknik *purposive sampling*, dengan kelas X5 sebagai kelas eksperimen yang menggunakan model *discovery learning* terintegrasi ESD dan X4 sebagai kelas kontrol tanpa integrasi. Pengumpulan data kemampuan berpikir kritis dilakukan melalui *pretest-posttest* berupa tes uraian, dan angket digunakan untuk mengukur *sustainability awareness*. Hasil penelitian menunjukkan bahwa penggunaan model *discovery learning* terintegrasi ESD berpengaruh signifikan terhadap kemampuan berpikir kritis peserta didik berdasarkan uji *Independent Sample t-Test* dengan nilai Sig.(2-tailed)  $0,001 < 0,05$ . Peningkatan nilai *pretest-posttest* kelas eksperimen lebih tinggi dengan N-Gain sebesar 0,79 dibandingkan kelas kontrol sebesar 0,65, dengan peningkatan tertinggi pada indikator *basic clarification*. Hasil selisih N-Gain tiap indikator kelas eksperimen dan kontrol menunjukkan indikator *advanced clarification* memiliki selisih paling tinggi sebesar 0,22. Pada aspek *sustainability awareness*, peningkatan nilai rata-rata *pre-post* angket tertinggi terdapat pada indikator kesadaran praktik keberlanjutan. Disimpulkan bahwa model *discovery learning* terintegrasi ESD berpengaruh positif terhadap peningkatan kemampuan berpikir kritis dan *sustainability awareness* peserta didik pada materi ekosistem.

**Kata Kunci :** *Discovery Learning, Education for Sustainable Development, Kemampuan Berpikir Kritis, Sustainability Awareness*

## **ABSTRACT**

### **THE EFFECT OF DISCOVERY LEARNING MODEL INTEGRATED WITH EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD) ON CRITICAL THINKING SKILLS AND SUSTAINABILITY AWARENESS**

**By**

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Critical thinking skills and sustainability awareness are essential competencies for addressing future challenges, yet their mastery among students remains relatively low. This study aims to examine the effect of the Discovery Learning model integrated with Education for Sustainable Development (ESD) on students' critical thinking skills and sustainability awareness. The study employed a quasi-experimental method using a non-equivalent control group design. The population consisted of all tenth-grade students at SMA Negeri 1 Jati Agung. The sample was selected through purposive sampling, with class X5 as the experimental group (applying the Discovery Learning model integrated with ESD) and class X4 as the control group (without integration). Critical thinking skills were assessed using essay-based pretest and posttest, while sustainability awareness was measured using a questionnaire. The results of the Independent Sample t-Test showed a significant effect of the ESD-integrated Discovery Learning model on students' critical thinking skills (Sig. (2-tailed) = 0.001 < 0.05). The experimental group achieved a higher *N-Gain* of 0.79 compared to 0.65 in the control group, with the highest improvement in the basic clarification indicator. The largest *N-Gain* difference between groups was found in the advanced clarification indicator (0.22). Regarding sustainability awareness, the highest increase occurred in the awareness of sustainable practices indicator. In conclusion, the Discovery Learning model integrated with ESD has a positive effect on enhancing students' critical thinking skills and sustainability awareness in the ecosystem topic..

**Key words :** Discovery Learning, Education for Sustainable Development, Critical Thinking Skills, Sustainability Awareness