

ABSTRAK

Amelia Putri: “Model Pembelajaran *Lesson Study Learning Community* terhadap peningkatan Keterampilan Berpikir Sistem (KBS) pada Materi Perubahan Lingkungan”

Keterampilan Berpikir Sistem (KBS) merupakan bagian dari keterampilan berpikir tingkat tinggi. Materi Perubahan Lingkungan menuntut peserta didik memahami keterkaitan antarkomponen dalam suatu sistem. Tujuan penelitian untuk menganalisis peningkatan KBS melalui model pembelajaran *Lesson Study Learning Community* (LSLC). Penelitian menggunakan metode *quasi experiment* dengan *Pretest-Posttest Control Group Design*. Penelitian dilakukan pada dua kelas X di SMAN 1 Bantarujeg yang masing-masing berjumlah 34 peserta didik menggunakan teknik *purposive sampling*. Instrumen penelitian meliputi lembar observasi keterlaksanaan pembelajaran, soal uraian menggunakan indikator KBS, dan angket refleksi peserta didik indikator 4F. Keterlaksanaan aktivitas guru dan peserta didik sebagian besar mencapai kategori sangat baik. Peningkatan KBS mencapai N-Gain score 0,48 berkategori sedang pada kelas eksperimen, sedangkan kelas kontrol mencapai N-Gain score 0,24 berkategori rendah. Hasil uji statistik menunjukkan terdapat perbedaan signifikan KBS peserta didik dengan nilai Sig. $0,001 < 0,05$. Sebagian besar peserta didik mencapai kategori sangat baik pada angket refleksi indikator 4F. Model pembelajaran *Lesson Study Learning Community* (LSLC) dapat diterapkan pada materi Perubahan Lingkungan untuk meningkatkan KBS peserta didik.

Kata kunci: *Lesson Study Learning Community* (LSLC), keterampilan berpikir sistem, perubahan lingkungan.

ABSTRACT

Amelia Putri: *“The Impact of the Lesson Study Learning Community Model on Improving Systems Thinking Skills (STS) Regarding the Topic of Environmental Change”*

Systems Thinking Skills (STS) are a component of higher-order thinking skills. The topic of Environmental Change requires students to understand the interrelationships between components within a system. This study aimed to analyze the improvement of STS through the Lesson Study Learning Community (LSLC) learning model. A quasi-experimental method with a Pretest-Posttest Control Group Design was employed. The study was conducted with two Grade X classes at SMAN 1 Bantarujeg, each consisting of 34 students selected via purposive sampling. Research instruments included an observation sheet for lesson implementation, essay questions based on STS indicators, and a student reflection questionnaire based on the 4F framework. The implementation of teacher and student activities largely fell into the "very good" category. The experimental class achieved an N-Gain score of 0.48 (medium category) for STS improvement, whereas the control class achieved an N-Gain score of 0.24 (low category). Statistical test results indicated a significant difference in students' STS, with a significance value (Sig.) of 0.001 (< 0.05). The majority of students achieved the "very good" category on the 4F reflection questionnaire. The Lesson Study Learning Community (LSLC) model can be applied to the topic of Environmental Change to enhance students' STS.

Keywords: *Lesson Study Learning Community (LSLC), systems thinking skills, environmental change.*