

ABSTRAK

Okti Zulfa Wulandini (1202060069): Kemampuan Literasi Lingkungan Melalui Pendekatan *Science, Environment, Technology, and Society* (SETS) Pada Materi Ekologi

Kemampuan literasi lingkungan memiliki dampak besar pada keberhasilan belajar dan kehidupan sehari-hari siswa. Penelitian bertujuan untuk menganalisis kemampuan literasi lingkungan melalui pendekatan *Science, Environment, Technology, and Society* (SETS) pada materi ekologi. Metode penelitian yang digunakan yaitu *quasi experiment* dengan pendekatan kuantitatif. Data hasil penelitian menunjukkan bahwa kualitas pembelajaran terlaksana baik (84%). Baiknya kualitas pembelajaran yang dilakukan ini direspon baik oleh siswa yang memperoleh persentase sebesar 79%. Aktivitas siswa memperoleh persentase dengan kategori baik (85%). Hasil *assesment* produk *eco-enzym* memperoleh rata-rata 93 dengan kategori sangat baik. Hasil aktivitas siswa dan guru, *assesment* produk *eco-enzym* serta respon terhadap pembelajaran berefek pada peningkatan kemampuan literasi lingkungan siswa pada taraf sedang (0,51). Hasil uji t' juga menunjukkan *sig (2-tailed)* sebesar $0,000 \leq 0,05$ maka dari itu H_0 ditolak dan H_1 diterima, artinya terdapat perbedaan literasi lingkungan pada pembelajaran materi ekologi dengan dan tanpa pendekatan *Science, Environment, Technology, and Society* (SETS). Dengan hasil yang menunjukkan perbedaan signifikan antara pembelajaran dengan dan tanpa pendekatan SETS, hal ini mengindikasikan bahwa integrasi pendekatan ini dalam kurikulum dapat memperbaiki pemahaman siswa tentang isu-isu lingkungan dan meningkatkan kemampuan literasi mereka dalam konteks ekologi.

Kata Kunci: Literasi Lingkungan, Pendekatan *Science, Environment, Technology, and Society* (SETS), Ekologi

ABSTRACT

Okti Zulfa Wulandini (1202060069): *Environmental Literacy Skills through Science, Environment, Technology, and Society (SETS) Approach on Ecology Material*

Environmental literacy has a significant impact on students' learning success and daily life. The research aims to analyze environmental literacy skills through the Science, Environment, Technology, and Society (SETS) approach in the context of ecology. The research method used is a quasi-experiment with a quantitative approach. The research data shows that the quality of learning is implemented well (84%). The good quality of this learning has been positively responded to by students, who achieved a percentage of 79%. Student activity received a percentage in the good category (85%). The assessment results of the eco-enzyme product obtained an average score of 93, categorized as very good. The results of student and teacher activities, the assessment of the eco-enzyme product, and responses to learning have an effect on improving students' environmental literacy skills at a moderate level. (0,51). The results of the t-test also show a significance (2-tailed) of $0.000 \leq 0.05$, which means that H_0 is rejected and H_1 is accepted. This indicates that there is a difference in environmental literacy in learning ecological material with and without the Science, Environment, Technology, and Society (SETS) approach. The results show a significant difference between learning with and without the SETS approach, suggesting that the integration of this approach into the curriculum can improve students' understanding of environmental issues and enhance their literacy skills in the context of ecology.

Keywords: *Environmental Literacy, Science, Environment, Technology, and Society (SETS) Approach, Ecology*

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