

PENGARUH MODEL PEMBELAJARAN *CREATIVE PROBLEM SOLVING* (CPS) TERHADAP LITERASI SAINS ASPEK KESADARAN LINGKUNGAN SISWA KELAS V SEKOLAH DASAR GUGUS I KECAMATAN KINTAMANI

Oleh

Ni Komang Sintya Dewi, NIM 1911031209

Program Studi Pendidikan Guru Sekolah Dasar

Jurusan Pendidikan Dasar

ABSTRAK

Penelitian ini dilakukan untuk menganalisis pengaruh model pembelajaran *Creative Problem Solving* (CPS) terhadap literasi sains aspek kesadaran lingkungan siswa kelas V sekolah dasar gugus I kecamatan Kintamani Tahun pelajaran 2023/2024. Jenis penelitian ini yaitu penelitian eksperimen semu yang menggunakan rancangan *posttest only control group design*. Sebanyak 171 siswa yang menjadi populasi penelitian yang berasal dari siswa kelas V sekolah dasar gugus I kecamatan Kintamani. Sebanyak 47 siswa yang dipilih menjadi sampel melalui teknik *random sampling*. Dalam memperoleh data penelitian, digunakan metode non-tes berupa angket untuk mengukur literasi sains aspek kesadaran lingkungan. Analisis data diperoleh melalui analisis uji-t atau *independent sample t-test*. Penelitian ini menunjukkan hasil yaitu terdapat pengaruh model *Creative Problem Solving* (CPS) terhadap literasi sains aspek kesadaran lingkungan siswa kelas V sekolah dasar gugus I kecamatan Kintamani ($t = 10,198$, $p < 0,05$) dengan *effect size* yang tergolong tinggi ($ES = 1,48$).

Kata-kata kunci: *Creative problem solving*, literasi sains, kesadaran lingkungan.

ABSTRACT

This research was conducted to analyze the influence of the Creative Problem Solving (CPS) learning model on the scientific literacy aspect of environmental awareness in class V students of elementary school cluster I in Kintamani subdistrict for the 2023/2024 academic year. This type of research is quasi-experimental research that uses a posttest only control group design. A total of 171 students were the research population who came from class V elementary school cluster I students in Kintamani subdistrict. A total of 47 students were selected as samples using random sampling techniques. In obtaining research data, a non-test method was used in the form of a questionnaire to measure scientific literacy aspects of environmental awareness. Data analysis was obtained through t-test analysis or independent sample t-test. This research shows the results that there is an influence of the Creative Problem Solving (CPS) model on the scientific literacy aspect of environmental awareness in class V elementary school cluster I students in Kintamani sub-district ($t = 10.198$, $p < 0.05$) with a relatively high effect size ($ES = 1.48$).

Key words: Creative problem solving, scientific literacy, environmental awareness.

