

## ABSTRAK

Mahardika, Ni Luh Putu Divya Jyoti (2026), Pengaruh Model Pembelajaran *Experiential Learning* Berbasis *Education For Sustainable Development* Terhadap *Ecoliteracy* Dan Sikap Peduli Lingkungan Kelas V Sekolah Dasar. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci:* *Experiential Learning*, *Education for Sustainable Development*, *Ecoliteracy*, Sikap Peduli Lingkungan

Penelitian ini bertujuan untuk menganalisis pengaruh terhadap *ecoliteracy* dan sikap peduli lingkungan, baik secara simultan maupun parsial, pada siswa yang mengikuti proses pembelajaran menggunakan model *Experiential Learning* berbasis *Education for Sustainable Development* (ESD) dan siswa yang mengikuti pembelajaran konvensional pada kelas V sekolah dasar. Populasi dalam penelitian ini mencakup seluruh siswa kelas V SD Negeri Gugus I Jembrana. Sampel penelitian ditentukan melalui teknik *random assignment*, dengan menetapkan siswa kelas V SD Negeri 1 Dangin Tukadaya sebagai kelompok eksperimen dan siswa kelas V SD Negeri 2 Dangin Tukadaya sebagai kelompok kontrol. Penelitian ini menggunakan rancangan kuasi eksperimen dengan pendekatan *post-test only control group design*. Data *ecoliteracy* diperoleh melalui tes uraian, sedangkan data sikap peduli lingkungan dikumpulkan menggunakan instrumen angket. Analisis data dilakukan dengan uji nonparametrik Mann–Whitney U karena data tidak memenuhi asumsi normalitas. Hasil penelitian menunjukkan bahwa secara simultan terdapat perbedaan yang signifikan pada *ecoliteracy* dan sikap peduli lingkungan antara siswa yang mengikuti pembelajaran *Experiential Learning* berbasis *Education for Sustainable Development* (ESD) dan siswa yang mengikuti pembelajaran konvensional. Secara parsial, hasil analisis menunjukkan adanya perbedaan yang signifikan pada variabel *ecoliteracy* antara kelompok eksperimen dan kelompok kontrol, dengan nilai Asymp. Sig. (2-tailed) sebesar 0,001 ( $p < 0,05$ ). Demikian pula pada variabel sikap peduli lingkungan, diperoleh nilai Asymp. Sig. (2-tailed) sebesar 0,001 ( $p < 0,05$ ), yang menandakan adanya pengaruh signifikan antara kedua kelompok. Berdasarkan temuan tersebut, dapat disimpulkan bahwa penerapan model pembelajaran *Experiential Learning* berbasis *Education for Sustainable Development* (ESD) berpengaruh positif terhadap peningkatan *ecoliteracy* dan sikap peduli lingkungan siswa kelas V sekolah dasar. Oleh karena itu, model ini direkomendasikan sebagai alternatif pembelajaran IPAS yang kontekstual, bermakna, dan relevan dalam mendukung implementasi pendidikan berkelanjutan.

## ABSTRAK

*Mahardika, Ni Luh Putu Divya Jyoti (2026). The Effect of the Experiential Learning Model Based on Education for Sustainable Development on Ecoliteracy and Environmental Care Attitudes of Fifth-Grade Elementary School Students. Master's Thesis, Elementary Education, Graduate Program, Universitas Pendidikan Ganesha.*

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*Keywords: Experiential Learning, Education for Sustainable Development, Ecoliteracy, Environmental Care Attitudes*

*This study aims to examine the effect on ecoliteracy and environmental care attitudes, both simultaneously and partially, among students who participated in learning through the Experiential Learning model based on ESD and those who received conventional instruction in fifth grade of elementary school. The population of this study consisted of all fifth-grade students of SD Negeri Gugus I Jembrana. The sample was determined using a random assignment technique, in which fifth-grade students of SD Negeri 1 Dangin Tukadaya were assigned as the experimental group, while fifth-grade students of SD Negeri 2 Dangin Tukadaya were designated as the control group. This research employed a quasi-experimental design with a post-test only control group design approach. Ecoliteracy data were collected through an essay test, whereas environmental care attitude data were obtained using a questionnaire instrument. Data were analyzed using the nonparametric Mann–Whitney U test because the data did not meet the assumption of normality. The findings indicate that, simultaneously, there were significant differences in ecoliteracy and environmental care attitudes between students who participated in Experiential Learning based on Education for Sustainable Development (ESD) and those who received conventional instruction. Partially, the analysis revealed a significant difference in the ecoliteracy variable between the experimental and control groups, with an Asymp. Sig. (2-tailed) value of 0.001 ( $p < 0.05$ ). Similarly, for the environmental care attitude variable, the Asymp. Sig. (2-tailed) value was 0.001 ( $p < 0.05$ ), indicating a significant difference between the two groups. Based on these findings, it can be concluded that the implementation of the Experiential Learning model based on Education for Sustainable Development (ESD) has a positive effect on improving ecoliteracy and environmental care attitudes among fifth-grade elementary school students. Therefore, this model is recommended as a contextual, meaningful, and relevant alternative approach for IPAS instruction to support the implementation of sustainable education.*