

ABSTRAK

Sari, Made Kartika. 2026. Pengaruh Model Pembelajaran Sains Lingkungan Teknologi Masyarakat (Salingtemas) bermuatan Etnosains terhadap Kemampuan Literasi Sains dan Berpikir Kreatif Siswa SMP. Singaraja: Program Pascasarjana, Universitas Pendidikan Ganesha.

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Penelitian ini bertujuan menguji efektivitas model pembelajaran Salingtemas bermuatan etnosains dalam meningkatkan kemampuan literasi sains dan keterampilan berpikir kreatif siswa SMP. Penelitian difokuskan pada integrasi kearifan lokal Bali sebagai konteks autentik pembelajaran IPA untuk mengatasi rendahnya capaian literasi sains siswa Indonesia sebagaimana ditunjukkan hasil PISA dan mengembangkan keterampilan berpikir abad 21.

Penelitian menggunakan desain quasi-eksperimental *nonequivalent control group design* dilaksanakan di SMP Negeri 3 Denpasar. Subjek penelitian adalah 80 siswa kelas VII ($n = 40$ kelompok eksperimen, $n = 40$ kelompok kontrol) dipilih dengan teknik purposive sampling. Sumber data primer berupa skor pretest-posttest kemampuan literasi sains dan keterampilan berpikir kreatif diperoleh melalui tes esei yang telah divalidasi oleh expert judgment (Aiken's $V \geq 0.85$) dan diuji reliabilitas Cronbach's $\alpha = 0.87$ (literasi sains) serta $\alpha = 0.89$ (berpikir kreatif). Data dianalisis menggunakan MANCOVA dengan kovariat skor pretest untuk mengontrol kemampuan awal siswa.

Hasil penelitian menunjukkan model Salingtemas bermuatan etnosains efektif meningkatkan kemampuan literasi sains dan keterampilan berpikir kreatif secara simultan [Pillai's Trace = 660.38, $p < .001$, $\eta^2_p = .95$] dan secara terpisah: literasi sains [$F(1,77) = 1154.56$, $p < .001$, $d = 1.46$]; berpikir kreatif [$F(1,77) = 665.79$, $p < .001$, $d = 1.75$]. Kelompok eksperimen berprestasi lebih tinggi secara signifikan. Saran: Model ini direkomendasikan untuk kurikulum IPA SMP berbasis kearifan lokal dengan pelatihan guru intensif.

Kata kunci: berpikir kreatif, etnosains, literasi sains, pembelajaran IPA, Salingtemas

ABSTRACT

Sari, Made Kartika. 2026. *The Effect of Science Environment Technology Society (Salingtemas) Learning Model Loaded with Ethnoscience on Junior High School Students' Scientific Literacy Skills and Creative Thinking.* Singaraja: Postgraduate Program, Ganesha University of Education.

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This study aimed to examine the effectiveness of Salingtemas learning model integrated with ethnoscience in enhancing junior high school students' scientific literacy and creative thinking skills. The research focused on integrating Balinese local wisdom as authentic science learning context to address Indonesia's low PISA science literacy achievement and develop 21st century thinking skills.

This quasi-experimental study employed nonequivalent control group design conducted at SMP Negeri 3 Denpasar. Subjects were 80 Grade VII students ($n = 40$ experimental group, $n = 40$ control group) selected through purposive sampling. Primary data comprised pretest-posttest scores of scientific literacy and creative thinking obtained through validated essay tests (expert judgment Aiken's $V \geq 0.85$) with reliability Cronbach's $\alpha = 0.87$ (scientific literacy) and $\alpha = 0.89$ (creative thinking). Data were analyzed using MANCOVA with pretest scores as covariates to control initial abilities.

Results showed the ethnoscience-integrated Salingtemas model effectively improved scientific literacy and creative thinking skills simultaneously [Pillai's Trace = 660.38, $p < .001$, $\eta^2_p = .95$] and separately: scientific literacy [$F(1,77) = 1154.56$, $p < .001$, $d = 1.46$]; creative thinking [$F(1,77) = 665.79$, $p < .001$, $d = 1.75$]. Experimental group significantly outperformed controls. Recommendation: Implement this model in local wisdom-based junior high school science curriculum with intensive teacher training.

Keywords: *creative thinking, ethnoscience, science education, scientific literacy, Salingtemas*