

Yusrolana. 2024. *Penerapan Model Pembelajaran Problem Based Learning Berpendekatan STM Untuk Meningkatkan Literasi Lingkungan Siswa*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Wiwin Puspita Hadi.

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui peningkatan literasi lingkungan setelah diterapkan model pembelajaran PBL berbantuan STM. Di SMP Negeri 3 Burneh Kabupaten Bangkalan. Penelitian ini menggunakan model pembelajaran PBL dengan berpendekatan STM. Populasi penelitian ini yaitu semua siswa kelas VII Tahun Ajaran 2023/2024. Pengambilan sampel menggunakan teknik pengambilan sampel jenuh. Sampel penelitian sebanyak 28 siswa. Data dikumpulkan menggunakan soal literasi lingkungan, angket respon siswa, lembar observasi keterlaksanaan pembelajaran. Hasil penelitian menunjukkan bahwa: 1) pada uji T sampel bebas mendapatkan hasil α 0,003 yaitu terdapat perbedaan antara kelompok eksperimen dan kontrol pada *posttest*. 2) Hasil *N-Gain Score* pada kelompok eksperimen yaitu 0,3 dengan kategori sedang dikarenakan nilai *pretest* rendah 3) rata-rata hasil observasi keterlaksanaan pembelajaran yaitu 97,5 dengan kategori sangat kuat. 4) rata-rata persentase respon siswa adalah 94% kategori sangat setuju dengan adanya pembelajaran menggunakan model PBL berpendekatan STM.

Kata kunci: *Problem Based Learning*, Pendekatan STM, Literasi Lingkungan Siswa

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ABSTRACT

The purpose of this study was to determine the increase in environmental literacy after the implementation of the STM-assisted problem based learning model. At SMP Negeri 3 Burneh, Bangkalan Regency. This study uses the Problem Based Learning learning model with the STM approach. The population of this study were all grade VII students in the 2023/2024 Academic Year. Sampling used a saturated sampling technique. The research sample was 28 students. Data were collected using environmental literacy questions, student response questionnaires, and learning implementation observation sheets. The results showed that: 1) the free sample T test obtained an α result of 0.003, namely there was a difference between the experimental and control groups in the posttest. 2) The N-Gain Score result in the experimental group was 0.3 with a moderate category because the pretest score is low 3) the average result of learning implementation observation was 97.5 with a very strong category. 4) the average percentage of student responses was 94% a strongly agree category with learning using the PBL model with the STM approach..

Keywords: *Problem Based Learning, STM Approach, Student Environmental Literacy*