

ABSTRAK

SITI SULASTRI AGUSTINA, 2026. **PENGARUH MODEL *PROJECT BASED LEARNING* DENGAN PENDEKATAN JELAJAH ALAM SEKITAR TERHADAP LITERASI LINGKUNGAN DAN KETERAMPILAN PROSES SAINS PADA MATERI KEANEKARAGAMAN HAYATI (Studi Eksperimen di Kelas X SMA Negeri 4 Tasikmalaya, Tahun Ajaran 2025/2026)**. Program Studi Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Literasi lingkungan dan keterampilan proses sains merupakan kompetensi penting yang perlu dikembangkan dalam pembelajaran biologi untuk menghadapi tantangan abad ke-21. Salah satu upaya yang dapat dilakukan adalah melalui penerapan model *project based learning* dengan pendekatan jelajah alam sekitar. Penelitian ini bertujuan untuk mengetahui pengaruh model tersebut terhadap literasi lingkungan dan keterampilan proses sains peserta didik pada materi keanekaragaman hayati di kelas X SMA Negeri 4 Tasikmalaya tahun ajaran 2025/2026. Metode penelitian yang digunakan adalah kuasi eksperimen dengan desain *nonequivalent control group design*. Populasi penelitian berjumlah 474 peserta didik dari 10 kelas, dengan sampel kelas X-7 sebagai kelas eksperimen dan X-10 sebagai kelas kontrol yang dipilih menggunakan teknik *purposive sampling*. Instrumen penelitian berupa tes literasi lingkungan meliputi pilihan ganda sebanyak 25 soal dan angket skala Likert sebanyak 15 pernyataan, sedangkan tes keterampilan proses sains berupa tes uraian sebanyak 13 soal. Uji hipotesis menggunakan uji ANCOVA dengan mengontrol nilai *pretest* sebagai kovariat. Hasil penelitian menunjukkan bahwa model *project based learning* dengan pendekatan jelajah alam sekitar berpengaruh signifikan terhadap literasi lingkungan (Sig. 0,033 < 0,05) dan keterampilan proses sains (Sig. 0,026 < 0,05). Indikator dengan skor tertinggi pada literasi lingkungan adalah sikap lingkungan (83,50), sedangkan pada keterampilan proses sains adalah inferensi (82,50). Dengan demikian, dapat disimpulkan bahwa penerapan model *project based learning* dengan pendekatan jelajah alam sekitar berpengaruh signifikan terhadap literasi lingkungan dan keterampilan proses sains peserta didik.

Kata kunci: *Project Based Learning*, Jelajah Alam Sekitar, Literasi Lingkungan, Keterampilan Proses Sains.

ABSTRACT

SITI SULASTRI AGUSTINA, 2026. ***THE EFFECT OF PROJECT BASED LEARNING MODEL WITH NATURE EXPLORATION APPROACH ON ENVIRONMENTAL LITERACY AND SCIENCE PROCESS SKILLS ON BIODIVERSITY MATERIAL (Experimental Study in Class X of SMA Negeri 4 Tasikmalaya City, Academic Year 2025/2026)***. Biology Education Study Program, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya City.

Environmental literacy and scientific process skills are important competencies that need to be developed in biology learning to face the challenges of the 21st century. One effort that can be made is through the implementation of a project-based learning model with a nature exploration approach. This study aims to determine the effect of this model on students' environmental literacy and scientific process skills in the biodiversity material in grade X of SMA Negeri 4 Tasikmalaya for the 2025/2026 academic year. The research method used is a quasi-experiment with a nonequivalent control group design. The research population consisted of 474 students from 10 classes, with class X-7 as the experimental class and X-10 as the control class, selected using purposive sampling techniques. The research instruments consisted of an environmental literacy test including 25 multiple-choice questions and a Likert scale questionnaire with 15 statements, while the science process skills test consisted of 13 essay questions. Hypothesis testing was conducted using ANCOVA by controlling pretest scores as a covariate. The results of the study showed that the project-based learning model with a nature exploration approach had a significant effect on environmental literacy (Sig. 0.033 < 0.05) and science process skills (Sig. 0.026 < 0.05). The indicator with the highest score in environmental literacy was environmental attitude (83.50), while in science process skills it was inference (82.50). Thus, it can be concluded that the implementation of the project-based learning model with a nature exploration approach has a significant effect on students' environmental literacy and science process skills.

Keywords: *Project Based Learning, Exploring the Surrounding Nature, Environmental Literacy, Science Process Skills.*