

ABSTRAK

Marlina Febriany Siagian. Hubungan Pengetahuan Lingkungan, Kemampuan Berpikir Kritis dan Sikap dengan Kesadaran Lingkungan pada Siswa SMA se Kota Sibolga. Tesis. Program Pasca Sarjana Universitas Negeri Medan. Medan. 2014.

Penelitian ini bertujuan untuk mengetahui hubungan antara: (1) pengetahuan lingkungan; (2) kemampuan berpikir kritis; (3) sikap; (4) pengetahuan lingkungan, kemampuan berpikir kritis dan sikap secara bersama-sama dengan kesadaran lingkungan pada siswa se Kota Sibolga. Besar kontribusi (R) (5) pengetahuan lingkungan; (6) kemampuan berpikir kritis; (7) sikap; (8) pengetahuan lingkungan, kemampuan berpikir kritis dan sikap secara bersama-sama dengan kesadaran lingkungan. Sampel penelitian ini adalah Siswa SMA se Kota Sibolga kelas XI dengan *teknik purposive sampling* yaitu diambil 270 orang siswa dari 9 SMA negeri dan Swasta di Kota Sibolga. Instrumen penelitian ini berupa tes pengetahuan lingkungan, tes kemampuan berpikir kritis, angket sikap dan angket kesadaran lingkungan. Metode penelitian ini bersifat deskriptif dengan teknik analisis hipotesis teknik analisis jalur pada signifikan $\alpha = 0,05$. Hasil penelitian menunjukkan: (1) terdapat hubungan signifikan antara pengetahuan lingkungan dengan kesadaran lingkungan ($r = 0,43$, $F = 60,73$, $P = 0,00$); (2) terdapat hubungan yang signifikan antara kemampuan berpikir kritis dengan kesadaran lingkungan ($r = 0,30$, $F = 25,77$, $P = 0,00$); (3) terdapat hubungan yang signifikan antara sikap dengan kesadaran lingkungan ($r = 0,26$, $F = 19,38$, $P = 0,00$); (4) terdapat hubungan yang signifikan antara pengetahuan lingkungan, kemampuan berpikir kritis dan sikap secara bersama-sama dengan kesadaran lingkungan ($r = 0,49$, $F = 27,51$, $P = 0,00$). (5) pengetahuan lingkungan berkontribusi sebesar (koefisien determinan 18,5%); (6) kemampuan berpikir kritis berkontribusi sebesar (koefisien determinan 8,8%), (7) sikap berkontribusi sebesar (koefisien determinan 6,7%) terhadap kesadaran lingkungan serta (8) pengetahuan lingkungan, kemampuan berpikir kritis dan sikap secara bersama – sama berkontribusi sebesar (koefisien determinan 23,7%) terhadap kesadaran lingkungan

Kata Kunci: Pengetahuan Lingkungan, kemampuan berpikir kritis, sikap kesadaran lingkungan

ABSTRACT

Marlina Febriany Siagian. Relationship Between Environmental Knowledge, Critical Thinking Skill and Attitude to Environmental Awareness of High School Student in Sibolga City. Thesis. Graduate Program of UNIMED Medan. 2014.

This study aims to determine the relationship between: (1) knowledge of the environment; (2) the ability to think critically; (3) attitude; (4) environmental knowledge, attitudes passage and critical thinking skills together with an Environmental awareness. Large contribution (R) (5) knowledge of the environment; (6) the ability to think critically; (7) attitude; (8) environmental knowledge, critical thinking skills and attitudes together with environmental awareness. The sample of this study is the high school students of class XI Sibolga derby with purposive sampling technique that take 270 from 9 high schools and private land in Sibolga city. This research instruments such as environmental knowledge test, a test of critical thinking skills, attitude questionnaires and questionnaires environmental awareness. This research method is descriptive analysis techniques hypothesis path analysis techniques to a significant $\alpha = 0.05$. The results showed: (1) there is a significant relationship between environmental knowledge with environmental awareness ($r = 0.43$, $F = 60.73$, $P = 0.00$); (2) there is a significant relationship between critical thinking skills with environmental awareness ($r = 0.30$, $F = 25.77$, $P = 0.00$); (3) there is a significant relationship between attitudes to environmental awareness ($r = 0.26$, $F = 19.38$, $P = 0.00$); (4) there is a significant relationship between environmental knowledge, critical thinking skills and attitudes together with environmental awareness ($r = 0.49$, $F = 27.51$, $P = 0.00$). (5) knowledge of the environmental accounted for (determinant coefficient 18,5%); (6) the ability to think critically accounted for (determinant coefficient 8,8%), (7) attitude accounted for (determinant coefficient 6,7%) to environmental awareness, and environmental knowledge, critical thinking skills and attitudes together accounted for (determinant coefficient 23,7%) to environmental awareness.

Keywords: Environmental Knowledge, critical thinking skills, attitudes and awareness of environmental