

## ABSTRAK

**Jenny Ferawaty Silitonga. Hubungan Pengetahuan Lingkungan, Kemampuan Berpikir Kritis, Sikap Ilmiah dengan Kepedulian Lingkungan Pada Siswa SMA Negeri se-Kota Rantauprapat. Tesis. Program Pascasarjana Universitas Negeri Medan. Medan 2016.**

Penelitian ini bertujuan untuk mengetahui hubungan antara: (1) pengetahuan lingkungan; (2) kemampuan berpikir kritis; (3) sikap Ilmiah; (4) pengetahuan Lingkungan, kemampuan berpikir kritis, sikap ilmiah, secara bersama-sama dengan kepedulian lingkungan pada siswa SMA se-kota Rantauprapat. Besar kontribusi (r) (5) pengetahuan lingkungan; (6) kemampuan berpikir kritis; (7) sikap ilmiah; (8) pengetahuan lingkungan, kemampuan berpikir kritis, sikap ilmiah, secara bersama-sama dengan kepedulian lingkungan. sampel penelitian ini adalah siswa SMA se-kota Rantauprapat kelas XI dengan *teknik purposive sampling* yaitu diambil 120 orang siswa dari 3 SMA Negeri di kota Rantauprapat. Instrumen penelitian ini berupa tes pengetahuan lingkungan, tes kemampuan berpikir kritis, angket sikap ilmiah, dan angket kepedulian lingkungan. Metode penelitian ini bersifat deskriptif dengan teknik analisis hipotesis teknik analisis jalur pada taraf signifikan  $\alpha = 0,05$ . Hasil penelitian menunjukkan; (1) terdapat hubungan signifikan antara pengetahuan lingkungan dengan kepedulian lingkungan ( $r = 0,662$ ,  $P = 0,00$ ); (2) terdapat hubungan yang signifikan antara kemampuan berpikir kritis dengan kepedulian lingkungan ( $r = 0,606$ ,  $P = 0,00$ ); (3) terdapat hubungan yang signifikan antara sikap ilmiah dengan kepedulian lingkungan ( $r = 0,705$ ,  $P = 0,00$ ); (4) terdapat hubungan pengetahuan lingkungan, kemampuan berpikir kritis, sikap ilmiah, secara bersama-sama dengan kepedulian lingkungan ( $r = 0,822$ ,  $P = 0,00$ ). (5) pengetahuan lingkungan berkontribusi sebesar (koefisien determinan 43%) (6); kemampuan berikir kritis berkontribusi sebesar (koefisien determinan 36%); (7) sikap ilmiah berkontribusi sebesar (koefisien determinan 49%); (8) pengetahuan lingkungan, kemampuan berpikir kritis, sikap ilmiah, secara bersama-sama berkontribusi sebesar (koefisien determinan 67%) dengan kepedulian lingkungan.

*Kata kunci* : Pengetahuan Lingkungan, Kemampuan Berpikir Kritis, Sikap Ilmiah, Kepedulian Lingkungan.

## ABSTRACT

**Jenny Ferawaty Silitonga. Relationship between Environmental Knowledge, Critical Thinking Skill and Scientific Sains to Environmental Awareness of High School Student In Rantauprapat Thesis. Graduate program of UNIMED Medan. 2016**

This study to determine the relationship between: (1) knowledge of the environment; (2) the ability to think critically; (3) attitude; (4) environmental knowledge, Scientific Sains passage and critical thinking skills together with an Environmental awareness. Large contribution (r) (5). Knowledge of the enviroment; (6) the ability to thik criticalty; (7) Scientific Sains; (8) environmental knowledge,critical thinking skills and attitudes together with environmental awarrence. The sample of this study is the high school students of class XI Rantauprapat with purposive sampling technique that take 120 from 3 high schools and private land in Rantauprapat. This research instruments such as environmental knowledge test, a test of critical thinking skills, Scientific Sains quetionsnaires and questionnaires environmental awareness. This research method is descriptive analysis techniques hypothesis path analysis techiques to a significant  $\alpha = 0.05$ . the results showed; (1) there is a significant relationship between environmental knowledge with environmental awareness (  $r = 0.662$ ,  $P = 0.00$ ); (2) there is a signficant relationship between critical thinking skilss with environmental awareness (  $r = 0.606$ ,  $P = 0.00$ ); (3) there is a significant relationship between attitudes to environmental awareness (  $r = 0.705$ ,  $P = 0.00$ ); (4) there ia a significant relationship between environmental awareness (  $r = 0.822$ ,  $P = 0.00$ ). (5) knowledge of the environmental accounted for (determinant coefficient 43%); (6) the ability to think critically accouted for (determinant coefficient 36%), (7) Scientific Sains accounted for determiniant coefficient 49%) to environmental awareness, and environmental knowledge, critical thinking skills and Scientific Sains together accounted for (determinant coefficient 67%) to environmental awareness.

*Keywords:* Environmental knowledge, critical thinking skills, Scientific Sains and awarrence of environmental