

ABSTRAK

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Pembimbing: (1) Novy Eurika, S.Si., M.Pd. (2) Aulya Nanda Prafitasari, M.Pd.

Kata kunci: *Education for Sustainable Development (ESD)*, persepsi guru, pemahaman, sikap, guru Biologi.

Education for Sustainable Development (ESD) merupakan pendekatan pendidikan yang berorientasi pada pengembangan pengetahuan, keterampilan, nilai, dan sikap untuk mendukung pembangunan berkelanjutan. Pembelajaran Biologi memiliki peluang untuk mengintegrasikan prinsip-prinsip ESD karena berkaitan dengan berbagai isu keberlanjutan. Keberhasilan integrasi ESD dalam pembelajaran turut dipengaruhi oleh cara guru memahami dan menyikapi ESD. Persepsi guru menjadi penting untuk dikaji karena pemahaman dan sikap guru dapat memberikan gambaran mengenai penerimaan serta dukungan terhadap penerapan nilai-nilai keberlanjutan dalam pembelajaran. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan persepsi guru Biologi SMA di Kabupaten Jember terhadap ESD ditinjau dari aspek pemahaman dan sikap.

Penelitian ini menggunakan jenis penelitian *Mixed Method* dengan desain *Sequential Explanatory*. Data kuantitatif diperoleh melalui angket tertutup skala Likert lima poin yang melibatkan 31 guru Biologi SMA di Kabupaten Jember yang dianalisis secara deskriptif. Persepsi guru dikaji berdasarkan 11 karakteristik ESD hasil adaptasi dari UNESCO (2012). Data kualitatif diperoleh melalui wawancara semi-terstruktur terhadap 3 guru Biologi yang dipilih berdasarkan hasil analisis data kuantitatif dan dianalisis menggunakan model Miles dan Huberman.

Hasil penelitian menunjukkan bahwa persepsi guru Biologi SMA di Kabupaten Jember terhadap ESD ditinjau dari aspek pemahaman dan sikap menunjukkan kecenderungan yang positif. Pada aspek pemahaman, 10 dari 11 indikator karakteristik ESD berada pada kategori sangat tinggi dan 1 indikator berada pada kategori tinggi, dengan skor rata-rata tertinggi pada indikator berlandaskan prinsip dan nilai pembangunan berkelanjutan (4,84) serta skor terendah pada indikator berbasis kebutuhan dan kondisi lokal, namun berpandangan global (4,15). Pada aspek sikap, 11 indikator berada pada kategori sangat tinggi. Skor rata-rata tertinggi pada indikator berlandaskan prinsip dan nilai pembangunan berkelanjutan (4,84) serta skor terendah pada indikator membangun kapasitas kewargaan dan masyarakat (4,21). Hasil wawancara memperkuat temuan bahwa guru memahami konsep dan tujuan ESD serta mendukung penerapan nilai keberlanjutan, pembelajaran kontekstual dan partisipatif, serta kolaborasi dalam pembelajaran Biologi. Dengan demikian, guru Biologi SMA di Kabupaten Jember memiliki persepsi positif terhadap ESD dari aspek pemahaman dan sikap.

ABSTRACT

Rahma, Sonia Fadilatul. 2026. *Biology Teachers' Perceptions of Education for Sustainable Development (ESD) in Jember Regency*. Undergraduate Thesis, Biology Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember.

Supervisors: (1) Novy Eurika, S.Si., M.Pd. (2) Aulya Nanda Prafitasari, M.Pd.

Keywords: Education for Sustainable Development (ESD), teacher perception, understanding, attitude, Biology teachers.

Education for Sustainable Development (ESD) is an educational approach oriented toward developing knowledge, skills, values, and attitudes to support sustainable development. Biology learning offers opportunities to integrate ESD principles because it is related to various sustainability issues. The successful integration of ESD into learning is also influenced by how teachers understand and respond to ESD. Teachers' perceptions are important to examine because their understanding and attitudes can provide an overview of their acceptance of and support for the implementation of sustainability values in learning. Therefore, this study aimed to describe the perceptions of senior high school Biology teachers in Jember Regency regarding ESD in terms of understanding and attitudes.

This study employed a mixed-methods approach with a sequential explanatory design. Quantitative data were collected through a closed-ended questionnaire using a five-point Likert scale involving 31 senior high school Biology teachers in Jember Regency and were analyzed descriptively. Teachers' perceptions were examined based on 11 ESD characteristics adapted from UNESCO (2012). Qualitative data were obtained through semi-structured interviews with three Biology teachers selected based on the quantitative data analysis results and were analyzed using the Miles and Huberman model.

The results showed that senior high school Biology teachers in Jember Regency tended to have positive perceptions of ESD in terms of understanding and attitudes. In the understanding aspect, 10 of the 11 ESD characteristic indicators were in the very high category, while one indicator was in the high category. The highest mean score was found for the indicator concerning the principles and values of sustainable development (4.84), while the lowest mean score was found for the indicator concerning addressing local needs and conditions while maintaining a global perspective (4.15). In the attitudes aspect, all 11 indicators were in the very high category. The highest mean score was found for the indicator concerning the principles and values of sustainable development (4.84), while the lowest mean score was found for the indicator concerning building civic and community capacity (4.21). The interview findings reinforced the survey results, indicating that teachers understood the concepts and goals of ESD and supported the implementation of sustainability values, contextual and participatory learning, and collaboration in Biology learning. Thus, senior high school Biology teachers in Jember Regency demonstrated positive perceptions of ESD in terms of understanding and attitudes.