

## ABSTRAK

Kerusakan lingkungan kini telah terjadi semakin masif baik di dalam maupun di luar negeri dengan alasan untuk memenuhi kebutuhan manusia. Pada lingkungan sekolah menunjukkan kurangnya kesadaran siswa terhadap menjaga lingkungan berdasarkan dari banyaknya siswa yang membuang sampah baik sampah organik maupun non organik tidak pada tempatnya dapat memberikan dampak buruk baik bagi lingkungan. Tujuan penelitian ini untuk mengetahui pengaruh latar belakang keilmuan dan ekopedagogi terhadap kecerdasan ekologi. Penelitian ini termasuk dalam kategori non eksperimen dengan menggunakan metode *ex-postfacto*. Penelitian dilakukan berdasarkan penilaian atas pengetahuan siswa, sikap, dan perilaku terkait isu-isu lingkungan dan ekologi dengan menggunakan alat penilaian seperti kuesioner pada siswa kelas XI IPA dan IPS. Berdasarkan penelitian diperoleh hasil adanya perbedaan kecerdasan ekologis peserta didik berdasarkan latar belakang ilmu. Dalam hal ini peserta didik jurusan IPA memiliki ilmu pengetahuan, sikap peduli lingkungan, dan perilaku ramah lingkungan yang lebih tinggi dibandingkan peserta didik jurusan IPS. Namun, nilai ekopedagogik peserta didik jurusan IPS lebih tinggi dibandingkan peserta didik jurusan IPA. Hal tersebut dibuktikan dengan skor tertinggi ekopedagogik jurusan IPA adalah 59, sedangkan skor tertinggi jurusan IPS adalah 75. Kesimpulan latar belakang keilmuan dan ekopedagogik berpengaruh terhadap kecerdasan ekologis siswa serta terdapat pengaruh bersama antara variabel latar belakang keilmuan dan ekopedagogik terhadap kecerdasan ekologis antara siswa SMA di Kota Metro.

Kata Kunci: Ekopedagogi, Kecerdasan ekologi, Latar belakang keilmuan.

## ABSTRACT

Environmental damage is now occurring increasingly massively both at home and abroad for the reason of meeting human needs. In the school environment, it shows the lack of awareness of students towards protecting the environment based on the large number of students who throw away both organic and non-organic waste inappropriately, which can have a negative impact on the environment. The aim of this research is to determine the influence of scientific background and ecopedagogy on ecological intelligence. This research is included in the non-experimental category using the *ex-postfacto* method. The research was conducted based on an assessment of students' knowledge, attitudes and behavior related to environmental and ecological issues using assessment tools such as questionnaires for class XI science and social studies students. Based on the research, the results showed that there were differences in students' ecological intelligence based on scientific background. In this case, students majoring in science have higher knowledge, environmentally caring attitudes and environmentally friendly behavior than students majoring in social sciences. However, the ecopedagogic scores of students majoring in social studies are higher than students majoring in science. This is proven by the highest ecopedagogical score for the science department being 59, while the highest score for the social sciences department is 75. The conclusion is that scientific and ecopedagogical backgrounds influence students' ecological intelligence and there is a joint influence between scientific and ecopedagogical background variables on ecological intelligence among high school students in the Metro City.

Keyword: *Ecopedagogy, Ecological intelligence, Scientific background.*