

ABSTRAK

Upaya memenuhi kebutuhan hidup manusia menyebabkan perubahan unsur atau komponen lingkungan hidup beserta sumber daya alamnya. Kualitas lingkungan hidup semakin lama semakin memprihatinkan sedangkan upaya perbaikan dan pemulihan lingkungan hidup kalah cepat dibandingkan laju kerusakan dan pencemaran. Perilaku melestarikan dan menghargai lingkungan hidup telah banyak diberikan dalam pembelajaran, konsep lingkungan dalam materi pembelajaran biologi mampu mengembangkan kecerdasan ekologis sehingga membentuk peserta didik yang mampu mengembangkan IPTEK yang ramah lingkungan dan efisien dalam memanfaatkan sumber daya, juga mampu menjalankan etika moralitas dan memiliki pola pikir dan perubahan pandangan yang berwawasan ekologis. Motivasi menjaga lingkungan dan lingkungan sosial ikut berkontribusi terhadap kecerdasan ekologis peserta didik. Tujuan penelitian ini untuk mengetahui (1) Pengaruh motivasi menjaga lingkungan terhadap kecerdasan ekologis; (2) Pengaruh lingkungan sosial terhadap kecerdasan ekologis; (3) Pengaruh interaksi motivasi menjaga lingkungan dan lingkungan sosial terhadap kecerdasan ekologis. Jenis penelitian menggunakan metode *ex-post facto*. Instrumen penelitian menggunakan kuisioner yang diberikan kepada sampel penelitian yakni pada peserta didik yang berada di lingkungan sosial (Kota dan Desa) di Provinsi Lampung. Berdasarkan analisis hipotesis menunjukkan bahwa (1) terdapat pengaruh motivasi menjaga lingkungan terhadap kecerdasan ekologis (2) tidak terdapat pengaruh lingkungan sosial terhadap kecerdasan ekologis (3) tidak terdapat pengaruh interaksi motivasi menjaga lingkungan dan lingkungan sosial terhadap kecerdasan ekologis.

Kata Kunci: Kecerdasan ekologis, Motivasi Menjaga Lingkungan, Lingkungan Sosial

ABSTRAK

Efforts to meet the needs of human life cause changes in elements or components of the environment and its natural resources. The quality of the environment is becoming more and more apprehensive, while efforts to repair and restore the environment are losing speed compared to the rate of damage and pollution. The behavior of preserving and respecting the environment has been given a lot in learning, the concept of the environment in biology learning materials is able to develop ecological intelligence so as to form students who are able to develop science and technology that are environmentally friendly and efficient in utilizing resources, are also able to carry out ethical morality and have a mindset and ecological perspective change. The motivation to protect the environment and the social environment contributes to the ecological intelligence of students. The purpose of this study was to determine (1) the effect of the motivation to protect the environment on ecological intelligence; (2) The influence of the social environment on ecological intelligence; (3) The interaction effect of motivation to protect the environment and social environment on ecological intelligence. This type of research uses the *ex-post facto* method. The research instrument used a questionnaire given to the research sample, namely students who were in a social environment (City and Village) in Lampung Province. Based on the analysis of the hypothesis shows that (1) there is a motivational effect of protecting the environment on ecological intelligence (2) there is no influence of the social environment on ecological intelligence (3) there is no interaction effect of motivation to protect the environment and the social environment on ecological intelligence

Keywords: Ecological intelligence, Motivation to Protect the Environment, Social Environment