

# **Experiential Learning Model with Local Potential to improve Scientific Literacy and Critical Thinking Skills towards Green Behaviour Generation**

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## **ABSTRACT**

The application of science concepts and experiences in learning is expected to help students to master the application of knowledge and be able to solve problems in everyday life, one of which is related to local potential around. The problem that arises is that science learning has not made many sources of experience related to the local potential part of the learning experience. This research aims to develop an Experiential Learning Model learning tool with the local potential to improve scientific literacy and critical thinking toward the generation of Green Behaviour. Specifically, the objectives of this study are 1) to produce a learning design using the Experiential Learning model with the local potential to improve scientific literacy & critical thinking in science learning, 2) to determine the feasibility level of learning tools with local potential in science learning based on expert assessment and practicality to improve scientific literacy & critical thinking in science learning. This research and development (R&D) use the development steps proposed by Plomp which consists of five stages. The data collected in this study include the characteristics, feasibility, and practicality of the product. The instruments used are a validation questionnaire, response questionnaire, implementation observation sheet, and test questions to measure the improvement of scientific literacy & critical thinking. Data were analyzed using qualitative and quantitative descriptive techniques, using N-Gain and effect size. The results of this study are validation from experts who obtained valid results to realize scientific literacy with very good product categories for lesson plans and teaching modules. Test results for science literacy and science skills obtained N-Gain in the high category.

*Kata Kunci: experiential learning, local potential, scientific literacy, critical thinking*