

## ABSTRAK

### PENGARUH MODEL *PROBLEM-BASED LEARNING* TERHADAP KETERAMPILAN *REFLECTIVE THINKING* PESERTA DIDIK SMP PADA MATERI INTERAKSI ANTAR MAKHLUK HIDUP DAN LINGKUNGANNYA

Oleh

SALSABILA AZZAHRA

Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem-Based Learning* (PBL) terhadap keterampilan *reflective thinking* peserta didik pada materi interaksi antar makhluk hidup dan lingkungannya serta mendeskripsikan tanggapan peserta didik terhadap penerapan model PBL. Penelitian ini menggunakan desain *Pretest-Posttest Nonequivalent Control Group*. Populasi dalam penelitian ini adalah peserta didik kelas VII SMP Negeri 1 Gadingrejo tahun ajaran 2025/2026 yang terdiri dari 8 kelas. Sampel penelitian dipilih menggunakan teknik *cluster random sampling*, sehingga diperoleh kelas VII.5 sebagai kelas eksperimen yang menerapkan model PBL dan kelas VII.8 sebagai kelas kontrol yang menerapkan model *Discovery Learning*, dengan jumlah masing-masing 26 peserta didik. Data kuantitatif berupa skor keterampilan *reflective thinking*, sedangkan data kualitatif berupa tanggapan peserta didik. Teknik pengumpulan data dilakukan melalui tes esai dan angket. Hasil penelitian menunjukkan bahwa keterampilan *reflective thinking* peserta didik pada kelas eksperimen lebih tinggi (N-Gain = 0,67) dibandingkan kelas kontrol (N-Gain = 0,56). Indikator dengan peningkatan tertinggi adalah *reflection* (N-Gain = 0,73), sedangkan yang terendah adalah *integration* (N-Gain = 0,49). Hasil uji *Independent Sample t-test* menunjukkan nilai signifikansi (Sig. 2- tailed)  $0,00 < 0,05$  sehingga  $H_1$  diterima, dengan nilai *effect size* (Cohen's  $d = 1,381$ ) kategori besar. Tanggapan peserta didik terhadap model PBL sangat baik berdasarkan analisis deskriptif dengan persentase 82,61%. Dengan demikian, model PBL berpengaruh signifikan terhadap peningkatan keterampilan *reflective thinking* peserta didik dan dapat digunakan sebagai alternatif dalam pembelajaran untuk melatih keterampilan *reflective thinking*.

**Kata kunci:** interaksi antar makhluk hidup dan lingkungannya, *problem-based learning*, *reflective thinking*.

## ABSTRACT

### THE EFFECT OF PROBLEM-BASED LEARNING MODEL ON STUDENTS' REFLECTIVE THINKING SKILLS IN JUNIOR HIGH SCHOOL ON THE TOPIC OF INTERACTIONS BETWEEN LIVING THINGS AND THEIR ENVIRONMENT

By

SALSABILLA AZZAHRA

*This study aimed to determine the effect of the Problem-Based Learning (PBL) model on students' reflective thinking skills in the topic of interactions between living organisms and their environment, as well as to describe students' responses to the implementation of the PBL model. This study employed a Pretest-Posttest Nonequivalent Control Group design. The population consisted of all seventh-grade students of SMP Negeri 1 Gadingrejo in the 2025/2026 academic year, comprising eight classes. The sample was selected using cluster random sampling, resulting in class VII.5 as the experimental class and class VII.8 as the control class, each consisting of 26 students. Quantitative data were in the form of reflective thinking skill scores, while qualitative data were students' responses. Data were collected through essay tests and questionnaires. Data analysis included N-Gain calculation, prerequisite tests, and hypothesis testing using the Independent Samples t-test, while qualitative data were analyzed descriptively. The results showed that students' reflective thinking skills in the experimental class were higher (N-Gain = 0.67) than those in the control class (N-Gain = 0.56). The highest improvement was found in the reflection indicator (0.73), while the lowest was in integration (0.49). The t-test result indicated a significance value of  $0.00 < 0.05$ , meaning  $H_1$  was accepted, with a large effect size (Cohen's  $d = 1.381$ ). Students' responses to PBL were very positive (82.61%). Thus, the PBL model significantly improves students' reflective thinking skills and can be alternative learning approach to foster reflective thinking skills.*

**Keywords:** *interaction between living things and their environment, problem-based learning, reflective thinking.*