

ABSTRAK

PENGARUH MODEL *PROBLEM- BASED LEARNING* MELALUI PENDEKATAN *MULTILITERASI* TERHADAP KEMAMPUAN *REFLECTIVE THINKING* SISWA SMP PADA MATERI INTERAKSI ANTAR MAKHLUK HIDUP DAN LINGKUNGANNYA

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Penelitian ini bertujuan untuk mengetahui pengaruh dari penerapan model *Problem-Based Learning* melalui pendekatan multiliterasi terhadap keterampilan *reflective thinking* peserta didik SMP. Penelitian menggunakan metode *quasi experimental* dengan desain *pretest-posttest non-equivalent control group*. Sampel berjumlah 44 peserta didik, terdiri dari kelas eksperimen VII D (22) dan kelas kontrol VII E (22) di SMP Negeri 28 Bandar Lampung, yang dipilih melalui teknik *purposive sampling*. Data yang digunakan meliputi data kuantitatif berupa skor *pretest* dan *posttest*, serta data kualitatif dari angket respon peserta didik. Teknik pengumpulan data dilakukan melalui tes dan angket, kemudian dianalisis melalui uji prasyarat sebelum dilanjutkan dengan uji *independent sample t-test*. Hasil menunjukkan nilai signifikansi $<0,001$ ($<0,05$), sehingga H_0 ditolak dan H_1 diterima. Hasil penelitian menunjukkan bahwa terjadi pengaruh terhadap kemampuan *reflective thinking* disetiap indikatornya meliputi indikator *triggering event, exploration, integration, resolution, dan reflection*. N-Gain tertinggi pada indikator *reflection* sebesar 0,94 (kategori tinggi), lebih tinggi dibandingkan kelas kontrol sebesar 0,75. Respon peserta didik terhadap penerapan model termasuk kategori sangat baik dengan persentase 93,93%. Sedangkan tanggapan peserta didik berada pada kategori baik sebesar 68,83%. Dengan demikian, pembelajaran model PBL melalui pendekatan *multiliterasi* pada materi interaksi antar makhluk hidup dan lingkungannya berpengaruh secara signifikan terhadap peningkatan kemampuan *reflective thinking*.

Kata kunci: Interaksi antar makhluk hidup, *Multiliterasi, Problem-based learning, Reflective thinking*.

ABSTRACT

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

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This study aims to determine the effect of implementing the Problem-Based Learning model through a multiliteracy approach on the reflective thinking skills of junior high school students. The research employed a quasi-experimental method with a pretest–posttest non-equivalent control group design. The sample consisted of 44 students, including 22 students in class VII D as the experimental group and 22 students in class VII E as the control group at SMP Negeri 28 Bandar Lampung, selected using purposive sampling. The data included quantitative data in the form of pretest and posttest scores, as well as qualitative data from student response questionnaires. Data collection techniques were carried out through tests and questionnaires, then analyzed using prerequisite tests followed by an independent sample t-test. The results showed a significance value of <0.001 (<0.05), indicating that H_0 was rejected and H_1 was accepted. The findings revealed an effect on reflective thinking skills across all indicators, namely triggering event, exploration, integration, resolution, and reflection. The highest N-Gain was found in the reflection indicator at 0.94 (high category), higher than the control class at 0.75. Student responses to the implementation of the model were categorized as very good with a percentage of 93.93%, while overall student perceptions were in the good category at 68.83%. Therefore, the implementation of the Problem-Based Learning model through a multiliteracy approach significantly improves students' reflective thinking skills in the topic of interactions between living organisms and their environment.

Keywords: *Interaction among living organisms, Multiliteracy, Problem-Based Learning, Reflective Thinking.*