

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN MULTIMEDIA TERHADAP KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK

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Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model *Problem Based Learning* (PBL) berbantuan multimedia terhadap kemampuan berpikir kritis peserta didik. Jenis penelitian ini adalah *quasi experiment* dengan desain penelitian *non-equivalen control group design*. Populasi penelitian ini yaitu seluruh peserta didik kelas VII SMP IT Baitul Jannah. Sampel penelitian ini terdiri dari dua kelas yaitu peserta didik kelas VII A berjumlah 20 orang sebagai kelas eksperimen dan VII C berjumlah 20 orang sebagai kelas kontrol. Data kuantitatif berupa kemampuan berpikir kritis diukur menggunakan tes uraian. Hasil penelitian ini menunjukkan bahwa penggunaan model PBL berbantuan multimedia berpengaruh signifikan terhadap peningkatan kemampuan berpikir kritis peserta didik menggunakan uji *Independent Sample T-test* dengan nilai $\text{Sig}(2\text{-tailed}) 0.00 < 0.05$. Peningkatan kemampuan berpikir kritis pada kelas eksperimen mendapat nilai rata-rata *N-Gain* sebesar 0,60, lebih tinggi dibandingkan kelas kontrol dengan rata-rata *N-Gain* 0,49 . Meskipun demikian keduanya termasuk dalam kategori sedang. Kemudian hasil perhitungan *effect size* sebesar 1,12 yang menunjukkan bahwa penggunaan model PBL berbantuan multimedia berpengaruh tinggi dengan kemampuan berpikir kritis peserta didik. Penggunaan model *Problem Based Learning* berbantuan multimedia berpengaruh signifikan dalam meningkatkan kemampuan berpikir kritis peserta didik kelas VII SMP IT Baitul Jannah Bandar Lampung. Peningkatan terjadi pada semua indikator dengan peningkatan tertinggi terjadi pada indikator *bases for decision*. Hasil respon peserta didik terhadap pembelajaran juga sangat baik dengan rata-rata persentase 91,69%.

Kata kunci: *Problem Based Learning*, Multimedia, Kemampuan Berpikir Kritis

ABSTRACT

THE EFFECT OF THE PROBLEM-BASED LEARNING MODEL ASSISTED BY MULTIMEDIA ON STUDENTS' CRITICAL THINKING SKILLS

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This study aimed to determine the effect of the Problem-Based Learning (PBL) model assisted by multimedia on students' critical thinking skills. This study employed a quasi-experimental method using a non-equivalent control group design. The population consisted of all seventh-grade students at SMP IT Baitul Jannah. The sample comprised two classes: Class VII A, consisting of 20 students, served as the experimental group, while Class VII C, consisting of 20 students, served as the control group. Quantitative data on students' critical thinking skills were collected using an essay test. The results showed that the implementation of the multimedia-assisted Problem-Based Learning model had a significant effect on improving students' critical thinking skills, as indicated by the Independent Samples t-test with a Sig. (2-tailed) value of $0.000 < 0.05$. The experimental group achieved a mean N-Gain score of 0.60, which was higher than that of the control group (0.49). However, both groups were classified in the moderate category. Furthermore, the effect size was 1.12, indicating a large effect of the multimedia-assisted Problem-Based Learning model on students' critical thinking skills. The implementation of the multimedia-assisted Problem-Based Learning model significantly improved the critical thinking skills of seventh-grade students at SMP IT Baitul Jannah Bandar Lampung. Improvement was observed across all critical thinking indicators, with the greatest improvement found in the bases for decision indicator. In addition, students' responses to the learning process were highly positive, with an average percentage of 91.69%.

Keywords: Problem-Based Learning, Multimedia, Critical Thinking Skills.