ABSTRAK

PENGARUH MODEL *PROBLEM-BASED LEARNING* BERBANTUAN INFOGRAFIS TERHADAP KETERAMPILAN BERPIKIR KRITIS SISWA PADA MATERI INTERAKSI ANTAR MAKHLUK HIDUP DAN LINGKUNGANNYA

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Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem-Based Learning* berbantuan infografis terhadap keterampilan berpikir kritis siswa pada materi interaksi antar makhluk hidup dan lingkungannya di SMP Negeri 8 Bandar Lampung. Penelitian ini menggunakan metode *quasi experiment* dengan desain *pretest-posttest nonequivalent control group design*. Sampel penelitian terdiri atas 31 siswa kelas eksperimen dan 31 siswa kelas kontrol yang dipilih menggunakan teknik *purposive sampling*. Data diperoleh melalui *pretest*, *posttest*, dan angket respons siswa. Hasil penelitian menunjukkan bahwa nilai *N-Gain* kelas eksperimen sebesar 0,727 berkategori tinggi lebih tinggi dibandingkan kelas kontrol sebesar 0,466 berkategori sedang. Hasil uji *Independent Sample T-Test* memperoleh nilai signifikansi (*2-tailed*) < 0,001 sehingga H_0 ditolak dan H_1 diterima. Nilai *effect size* menunjukkan *Cohen's d* sebesar 1,740 dengan kategori pengaruh sangat besar. Perbedaan peningkatan terbesar terdapat pada indikator mengatur strategi dan taktik, yaitu sebesar 0,68 pada kelas eksperimen dan 0,07 pada kelas kontrol. Selain itu, hasil angket respons siswa menunjukkan kategori sangat baik dengan persentase tertinggi sebesar 88%. Dengan demikian, model PBL berbantuan infografis berpengaruh signifikan terhadap keterampilan berpikir kritis siswa.

Kata kunci: infografis, interaksi antar makhluk hidup dan lingkungannya, keterampilan berpikir kritis, *Problem-Based Learning*, siswa SMP

ABSTRACT

THE EFFECT OF PROBLEM-BASED LEARNING MODEL ASSISTED BY INFOGRAPHICS ON STUDENTS' CRITICAL THINKING SKILLS IN THE TOPIC OF INTERACTIONS AMONG LIVING ORGANISMS AND THEIR ENVIRONMENT

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This study aims to determine the effect of the Problem-Based Learning model assisted by infographics on students' critical thinking skills in the topic of interactions among living organisms and their environment at SMP Negeri 8 Bandar Lampung. This study employed a quasi-experimental method with a pretest-posttest non-equivalent control group design. The research sample consisted of 31 students in the experimental class and 31 students in the control class, selected using purposive sampling technique. Data were collected through pretests, posttests, and student response questionnaires. The results showed that the N-Gain score of the experimental class was 0.727, categorized as high, which was higher than that of the control class at 0.466, categorized as moderate. The Independent Sample T-Test yielded a significance value (2-tailed) of < 0.001, leading to the rejection of H_0 and the acceptance of H_1. The effect size indicated a Cohen's d of 1.740, classified as a very large effect. The greatest improvement difference was found in the indicator of regulating strategies and tactics, with a gain of 0.68 in the experimental class compared to 0.07 in the control class. Furthermore, the student response questionnaire results showed a very good category, with the highest percentage reaching 88%. Therefore, the PBL model assisted by infographics has a significant effect on students' critical thinking skills.

Keywords: *infographics, interactions among living organisms and their environment, critical thinking skills, Problem-Based Learning, junior high school students*