

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL) DENGAN PENDEKATAN *SCIENCE, ENVIRONMENT, TECHNOLOGY, AND SOCIETY* (SETS) TERHADAP KETERAMPILAN *REFLECTIVE THINKING* PESERTA DIDIK SMP

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Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem-Based Learning* (PBL) dengan pendekatan *Science, Environment, Technology, and Society* (SETS) terhadap keterampilan *reflective thinking* peserta didik di SMP Negeri 3 Natar Lampung Selatan. Penelitian ini menggunakan *quasi experimental* dengan teknik *pretest-posttest non-equivalent control group design*. Sampel dalam penelitian ini adalah peserta didik kelas VII D sebagai kelas eksperimen berjumlah 33 peserta didik yang menerapkan model *Problem-Based Learning* dan kelas VII C sebagai kelas kontrol berjumlah 30 peserta didik yang menerapkan model *Discovery Learning* dipilih dengan teknik *purposive sampling*. Data kuantitatif berupa skor keterampilan *reflective thinking* diperoleh melalui tes esai, sedangkan data tanggapan peserta didik diambil dengan angket lalu dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa keterampilan *reflective thinking* pada kelas eksperimen lebih tinggi ($N\text{-Gain} = 0,58$) dari kelas kontrol ($N\text{-Gain} = 0,39$). Hasil uji hipotesis menggunakan *Independent Sample t-Tes* diperoleh nilai *Sig. (2-tailed)* $0,00 < 0,05$ yang artinya H_1 diterima, dengan nilai *effect size* (Cohen's $d = 1,725$) kategori besar. Tanggapan peserta didik terhadap model PBL dengan pendekatan SETS sangat baik berdasarkan analisis deskriptif dengan persentase 84,54%. Dengan demikian, model PBL dengan pendekatan SETS berpengaruh signifikan terhadap peningkatan keterampilan *reflective thinking* peserta didik. Implikasi penelitian ini menunjukkan bahwa penerapan model PBL dengan pendekatan SETS dapat digunakan sebagai alternatif strategi pembelajaran yang efektif untuk melatih keterampilan *reflective thinking* peserta didik.

Kata kunci : Keterampilan *Reflective Thinking*, Model *Problem-Based Learning* (PBL) dengan pendekatan *Science, Environment, Technology, and Society* (SETS)

ABSTRACT

PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL) DENGAN PENDEKATAN *SCIENCE, ENVIRONMENT, TECHNOLOGY, AND SOCIETY* (SETS) TERHADAP KETERAMPILAN *REFLECTIVE THINKING* PESERTA DIDIK SMP

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This study aims to determine the effect of the Problem-Based Learning (PBL) model with the Science, Environment, Technology, and Society (SETS) approach on students' reflective thinking skills at SMP Negeri 3 Natar, South Lampung. This study employed a quasi-experimental method with a pretest-posttest non-equivalent control group design. The sample consisted of 33 students from class VII D as the experimental group, who were taught using the PBL model, and 30 students from class VII C as the control group, who were taught using the Discovery Learning model. The samples were selected using a purposive sampling technique. Quantitative data in the form of reflective thinking skills scores were obtained through essay tests, while students' responses were collected using questionnaires and analyzed descriptively. The results showed that the reflective thinking skills of students in the experimental class was higher ($N\text{-Gain} = 0.58$) than that of the control class ($N\text{-Gain} = 0.39$). The hypothesis test using the Independent Sample t -Test revealed that the Sig. (2-tailed) value was $0.00 < 0.05$, indicating that H_1 was accepted, with an effect size (Cohen's $d = 1.725$) categorized as large. Students' responses to the implementation of the PBL model with the SETS approach were very positive, with a percentage of 84.54%. In conclusion, the PBL model with the SETS approach has a significant effect on improving students' reflective thinking skills. The implication of this study suggests that the PBL model with the SETS approach can be used as an effective alternative teaching strategy to enhance students' reflective thinking skills.

Keywords: *Reflective Thinking Skills, Problem-Based Learning (PBL) Model with the Science, Environment, Technology, and Society (SETS) Approach*