# ABSTRAK

## PENGARUH MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* BERBASIS ETNOSAINS TERHADAP KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK

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Penelitian ini bertujuan untuk mengetahui pengaruh penggunanan model pembelajaran PBL berbasis etnosains terhadap kemampuan berpikir kritis peserta didik kelas X 1 SMAN 2 Kasui. Jenis penelitian yang digunakan adalah quasi eksperimental dengan teknik *pretest-posttest control group design*. Sampel penelitian ini berjumlah 69 peserta didik yang diambil dengan menggunakan *cluster random sampling* yang terdiri dari kelas X 1 sebagai kelas eksperimen dan X 2 sebagai kelas kontrol. Data kemampuan berpikir kritis didapatkan dari hasil *pretest* dan *posttest* serta data tanggapan peserta didik didapatkan dari hasil angket. Data kemampuan berpikir kritis di analisis menggunakan uji hipotesis *Independent Sample T-test*. Hasil penelitian menunjukkan bahwa penggunaan model pembelajaran PBL berbasis etnosains berpengaruh secara signifikan terhadap kemampuan berpikir kritis peserta didik yaitu didapatkan nilai *Sig*. (2-*tailed*) $0,00 < 0,05$. Kemampuan berpikir kritis kelas eksperimen lebih tinggi dengan kriteria sedang yaitu *N-gain* sebesar 0,47 dibandingkan kelas kontrol dengan kriteria rendah yaitu *N-gain* sebesar 0,27. Dilakukan juga uji pengaruh (*effect size*) yang menunjukkan penggunaan model pembelajaran PBL berbasis etnosains berpengaruh besar terhadap peningkatan kemampuan berpikir kritis yaitu sebesar 3,33. Analisis angket tanggapan peserta didik menunjukkan sebagian besar (85,14%) peserta didik memberikan respon positif bahwa penggunaan model pembelajaran PBL berbasis etnosains membantu peserta didik mengaitkan materi dengan fenomena yang terjadi dalam kehidupan sehari-hari sehingga memudahkan peserta didik memahami materi keanekaragaman hayati. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penggunaan model PBL berbasis etnosains berpengaruh signifikan terhadap kemampuan berpikir kritis peserta didik.

**Kata kunci:** kemampuan berpikir kritis, peserta didik, *problem Based Learning* berbasis etnosains

*ABSTRACT*


***THE EFFECT OF PROBLEM BASED LEARNING BASED ON
ETHNOSCIENCE ON THE CRITICAL THINKING
ABILITY OF STUDENTS***


***By***


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This study aims to determine the effect of the use of ethnoscience-based PBL learning model on the critical thinking skills of students of class X 1 SMAN 2 Kasui. The type of research used is quasi-experimental with pretest-posttest control group design technique. The sample of this study amounted to 69 students taken using cluster random sampling consisting of class X 1 as the experimental class and X 2 as the control class. Data on critical thinking skills are obtained from the results of pretests and posttests and data on students' responses are obtained from the results of questionnaires. Data on critical thinking skills were analyzed using the Independent Sample T-test hypothesis test. The results showed that the use of ethnoscience-based PBL learning models had a significant effect on students' critical thinking skills, namely the Sig. (2-tailed) $0.00 < 0.05$. The critical thinking ability of the experimental class is higher with moderate criteria, namely N-gain of 0.47 compared to the control class with low criteria, namely N-gain of 0.27. The effect size test was also carried out which showed that the use of ethnoscience-based PBL learning model had a large effect on improving critical thinking skills, which was 3.33. Analysis of the questionnaire responses of students showed that most (85.14%) students gave a positive response that the use of ethnoscience-based PBL learning model helps students link the material with phenomena that occur in everyday life so that it makes it easier for students to understand biodiversity material. Based on these results, it can be concluded that the use of ethnoscience-based PBL models has a significant effect on students' critical thinking skills.


***Keywords:*** *Critical thinking ability, Students, Problem based learning based on Ethnoscience*