

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN *SUSTAINABILITY AWARENESS* PADA MATERI PERUBAHAN IKLIM BERORIENTASI ISU SDGs

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Penelitian ini bertujuan mengetahui pengaruh model *problem based learning* terhadap kemampuan berpikir kritis dan *sustainability awareness* pada materi perubahan iklim berorientasi isu SDGs. Penelitian dilaksanakan pada semester genap di SMPN 3 Pesawaran tahun ajaran 2023/2024. Desain penelitian yang digunakan yaitu quasi eksperimen dengan teknik *pretest-posttest non-equivalent control group design*. Sampel diambil menggunakan teknik *purposive sampling* dengan kelas VII I sebagai kelas eksperimen dan kelas VII II sebagai kelas kontrol. Jenis data berupa data kuantitatif dan kualitatif. Hasil nilai *pretest-posttest* pada kelas eksperimen yang menggunakan model PBL mendapat nilai rata-rata *N-gain* sebesar 0,52 termasuk kategori sedang, lebih tinggi dibandingkan kelas kontrol dengan rata-rata *N-gain* 0,26 termasuk kategori rendah. Dilakukan juga uji *effect size* didapatkan nilai 2,88 dengan kriteria “besar”. Hasil data angket *sustainability awareness* diperoleh rata-rata persentase sebesar 81,42% dengan frekuensi “sering atau selalu dilakukan” atau praktek-praktek *sustainability awareness* sering dilakukan. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan model PBL berpengaruh secara signifikan terhadap peningkatan kemampuan berpikir kritis dan berpengaruh terhadap *sustainability awareness* pada materi perubahan iklim berorientasi isu SDGs. Penggunaan model PBL dapat menjadi strategi yang efektif dalam meningkatkan kemampuan berpikir kritis dan menanamkan kesadaran keberlanjutan.

Kata Kunci: *Problem Based Learning*, Berpikir Kritis, *Sustainability Awareness*, Perubahan Iklim, SDGs.

ABSTRACT

THE EFFECT OF PROBLEM-BASED LEARNING MODEL ON CRITICAL THINKING SKILLS AND SUSTAINABILITY AWARENESS ON THE MATERIAL OF CHANGE CLIMATE-ORIENTED SDGs ISSUES

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This study aims to determine the effect of problem-based learning model on critical thinking skills and sustainability awareness on climate change material oriented to SDGs issues. The research was conducted in the even semester at SMPN 3 Pesawaran in the 2023/2024 school year. The research design used was quasi experiment with pretest-posttest non-equivalent control group design technique. The sample was taken using purposive sampling technique with class VII I as the experimental class and class VII II as the control class. The types of data are quantitative and qualitative data. The results of the pretest-posttest scores in the experimental class using the PBL model got an average N-gain value of 0.52 including the medium category, higher than the control class with an average N-gain of 0.26 including the low category. The effect size test also obtained a value of 2.88 with “large” criteria. The results of sustainability awareness questionnaire data obtained an average percentage of 81.42% with a frequency of “often or always done” or sustainability awareness practices are often carried out. Based on these results, it can be concluded that the application of the PBL model has a significant effect on improving critical thinking skills and influencing sustainability awareness on climate change material oriented to SDGs issues. The use of the PBL model can be an effective strategy in improving critical thinking skills and instilling sustainability awareness.

Keywords: Problem Based Learning, Critical Thinking, Sustainability Awareness, Climate Change, SDGs.

