

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL) BERBANTUAN MEDIA *E-MODUL* TERHADAP KEMAMPUAN BERPIKIR KRITIS

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Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) berbantuan media e-modul terhadap kemampuan berpikir kritis peserta didik pada materi perubahan iklim yang dilaksanakan pada semester genap di SMA Gajah Mada Bandar Lampung dengan menggunakan teknik *purposive sampling* sehingga diperoleh kelas X7 sebanyak 31 peserta didik sebagai kelas eksperimen dan kelas X1 sebanyak 30 peserta didik sebagai kelas kontrol. Desain penelitian yang digunakan yaitu Eksperimental Semu (*quasy experiment*) dengan desain *Pretest-Posttest Nonequivalent Control Group Design*. Teknik pengumpulan data dilakukan dengan pemberian tes kemampuan berpikir kritis, dan angket tanggapan peserta didik. Data dalam penelitian ini berupa data kuantitatif dan kualitatif. Data kuantitatif berupa rerata nilai *pretest*, *posttest*, dan *N-gain* kemampuan berpikir kritis yang diuji menggunakan uji *Independent Sample T-Test* dengan taraf signifikansi 5% didapatkan nilai Sig. (2-tailed) $0,000 < 0,05$ yang menunjukkan terdapat pengaruh pembelajaran dengan model PBL berbantuan e-modul terhadap kemampuan berpikir kritis peserta didik. Rerata *N-Gain* pada kelas eksperimen 0,51 sedangkan pada kelas kontrol sebesar 0,20. Data kualitatif berupa angket menunjukkan bahwa model PBL berbantuan e-modul dapat diterima dengan baik dengan baik dan dapat meningkatkan kemampuan berpikir kritis. Dengan demikian, dapat disimpulkan bahwa model PBL berbantuan e-modul berpengaruh terhadap kemampuan berpikir kritis peserta didik pada materi perubahan iklim di SMA Gajah Mada Bandar Lampung.

Kata kunci: E-Modul, Kemampuan Berpikir Kritis, Model *Problem Based Learning*, Perubahan Iklim.

ABSTRACT

THE EFFECT OF PROBLEM BASED LEARNING (PBL) MODEL USED BY E-MODULE MEDIA ON CRITICAL THINKING ABILITY

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This study aims to determine the effect of the Problem Based Learning (PBL) model assisted by e-module media on students' critical thinking skills on climate change material implemented in the even semester at SMA Gajah Mada Bandar Lampung using a purposive sampling technique so that class X7 with 31 students was obtained as an experimental class and class X1 with 30 students as a control class. The research design used was Quasi Experimental with a Pretest-Posttest Nonequivalent Control Group Design. Data collection techniques were carried out by giving critical thinking ability tests and student response questionnaires. The data in this study were quantitative and qualitative data. Quantitative data in the form of the average pretest, posttest, and N-gain values of critical thinking ability tested using the Independent Sample T-Test with a significance level of 5% obtained a Sig. (2-tailed) value of $0.000 < 0.05$ which indicates that there is an effect of learning with the PBL model assisted by e-modules on students' critical thinking abilities. The average N-Gain in the experimental class was 0.51 while in the control class it was 0.20. Qualitative data in the form of a questionnaire showed that the PBL model assisted by e-modules was well received and could improve critical thinking skills. Thus, it can be concluded that the PBL model assisted by e-modules has an effect on students' critical thinking skills on climate change material at SMA Gajah Mada Bandar Lampung.

Keywords: *E-Module, Critical Thinking Skills, Problem Based Learning Model, Climate Change.*