ABSTRAK

PENGARUH MODEL PROBLEM BASED LEARNING TERHADAP KEMAMPUAN PEMECAHAN MASALAH DAN SUSTAINABILITY AWARENESS PADA MATERI PERUBAHAN IKLIM SMA NEGERI 14 BANDAR LAMPUNG

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Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning (PBL)* terhadap kemampuan pemecahan masalah dan *sustainability awareness* peserta didik. Penelitian dilaksanakan pada semester genap di SMAN 14 Bandar Lampung. Sampel diambil menggunakan teknik *Purposive Sampling*, dengan kelas X.7 sebanyak 35 peserta didik sebagai kelas kontrol dan kelas X.8 sebagai kelas eksperimen sebanyak 35 peserta didik. Desain penelitian yang digunakan yaitu quasy experiment dengan teknik *Pretest Posttest Non-Equivalent Control Group*. Teknik pengumpulan data dilakukan dengan pemberian tes kemampuan pemecahan masalah, angket *sustainability awareness* dan angket tanggapan peserta didik . Hasil uji *Independent Sample t-Test* didapatkan nilai sig. (2-tailed) 0,000 < 0,005. Hasil perhitungan angket *sustainability awareness* kelas eksperimen mendapatkan rata-rata 85,6 dengan deskripsi praktek yang dialakukan dengan frekuensi sering, sedangkan kelas kontrol sebesar 69,6 dengan deskripsi praktek yang dilakukan dengan frekuensi sedang. Dengan demikian, dapat disimpulkan bahwa model PBL berpengaruh terhadap kemampuan pemecahan masalah dan sustai*nability awareness* peserta didik.

Kata Kunci: Kemampuan Pemecahan Masalah, Model *Problem Based Learning*, *Sustainability Awareness*

ABSTRACT

THE EFFECT OF *PROBLEM-BASED LEARNING* (PBL) MODEL ON PROBLEM-SOLVING SKILLS AND SUSTAINABILITY AWARENESS IN CLIMATE CHANGE MATERIAL SMA NEGERI 14 BANDAR LAMPUNG

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This study aims to examine the effect of the Problem-Based Learning (PBL) model on students' problem-solving skills and sustainability awareness. The research was conducted during the second semester at SMAN 14 Bandar Lampung. A purposive sampling technique was employed to select the sample, consisting of 35 students from class X7 as the control group and 35 students from class X8 as the experimental group. The study utilized a quasi-experimental design with a pretest-posttest non-equivalent control group approach. Data were collected through a problem-solving test, a sustainability awareness questionnaire, and a student response questionnaire. The results of the Independent Sample t-Test showed a significance value (2-tailed) of 0.000, indicating a statistically significant difference between the control and experimental groups. The sustainability awareness questionnaire results revealed that the experimental group achieved an average score of 85.6, classified as frequent practice, while the control group obtained an average score of 69.6, categorized as moderate practice. These findings indicate that the PBL model has a positive effect on enhancing students' problem-solving skills and sustainability awareness.

Keywords: *Problem-Solving Skills, Problem-Based Learning Model, Sustainability Awareness*