

ABSTRAK

PENGARUH PENERAPAN MODEL *PROBLEM BASED LEARNING* (PBL) TERHADAP KETERAMPILAN BERPIKIR KRITIS DAN *SELF EFFICACY* PESERTA DIDIK

Oleh

DHEA SALSABILLA ALSA

Penelitian ini bertujuan mengetahui pengaruh model *Problem Based Learning* (PBL) terhadap keterampilan berpikir kritis dan *self-efficacy* peserta didik. Penelitian ini dilaksanakan di SMA Global Madani Bandar Lampung dengan kelas X2 sebagai kelas eksperimen dan X3 sebagai kelas kontrol, menggunakan desain *pretest-posttest control group*. Teknik pengumpulan data berupa tes esai dan angket. Hasil analisis menunjukkan bahwa nilai *N-gain* keterampilan berpikir kritis kelas eksperimen sebesar 56,93 dan kelas kontrol sebesar 31,67, keduanya berkategori sedang. *N-gain self-efficacy* pada kelas eksperimen sebesar 45,59 (sedang), sedangkan kelas kontrol sebesar 16,92 (rendah). Uji hipotesis dengan *paired sample t-test* menunjukkan nilai signifikansi sebesar $0,00 < 0,05$ untuk kedua variabel, yang berarti terdapat pengaruh yang signifikan terhadap keterampilan berpikir kritis dan *self-efficacy* setelah diterapkannya pembelajaran PBL. Uji *independent sample t-test* menunjukkan signifikansi $0,02 < 0,05$ untuk keterampilan berpikir kritis dan $0,00 < 0,05$ untuk *self-efficacy*, yang berarti terdapat perbedaan rata-rata yang signifikan antara kelas PBL dan kelas konvensional. Dengan demikian, penerapan model PBL berpengaruh positif terhadap peningkatan keterampilan berpikir kritis dan *self-efficacy* peserta didik dibandingkan model pembelajaran konvensional.

Kata kunci: Keterampilan Berpikir Kritis, *Problem Based Learning*, *Self Efficacy*.

ABSTRACT

THE EFFECT OF THE IMPLEMENTATION PROBLEM BASED LEARNING (PBL) MODEL ON STUDENTS' CRITICAL THINKING SKILLS AND SELF EFFICACY

By

DHEA SALSABILLA ALSA

This study aims to determine the effect of Problem Based Learning (PBL) model on critical thinking skills and self-efficacy of students. This research was conducted at SMA Global Madani Bandar Lampung with class X2 as the experimental class and X3 as the control class, using a pretest-posttest control group design. Data collection techniques were essay tests and questionnaires. The results of the analysis showed that the N-gain value of critical thinking skills of the experimental class was 56.93 and the control class was 31.67, both of which were categorized as moderate. The N-gain of self-efficacy in the experimental class was 45.59 (medium), while the control class was 16.92 (low). Hypothesis testing with paired sample t-test showed a significance value of $0.00 < 0.05$ for both variables, which means there is a significant effect on critical thinking skills and self-efficacy after the implementation of PBL learning. The independent sample t-test showed a significance of $0.02 < 0.05$ for critical thinking skills and $0.00 < 0.05$ for self-efficacy, which means there is a significant average difference between PBL classes and conventional classes. Thus, the application of the PBL model has a positive effect on improving students' critical thinking skills and self-efficacy compared to conventional learning models.

Keywords: Critical Thinking Skills, Problem Based Learning, Self Efficacy.