ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA PADA MATERI KEANEKARAGAMAN HAYATI

Oleh

JELITA AMALIA PUTRI

Penelitian ini bertujuan mengetahui pengaruh model PBL terhadap kemampuan berpikir kritis siswa pada materi keanekaragaman hayati. Penelitian dilaksanakan pada semester genap di SMA *Lifeskills* Kesuma Bangsa Natar tahun ajaran 2024/2025. Desain penelitian yang digunakan yaitu *quasi eksperimen* dengan teknik *pretest-posttestnon-equivalent control group design*. Sampel diambil menggunakan teknik *purposive sampling* dengan kelas X1 sebagai kelas eksperimen dan kelas X2 sebagai kelas kontrol. Teknik pengumpulan data kuantitatif pada kemampuan berpikir kritis berupa tes uraian dan data kualitatif diperoleh dari respon peserta didik terhadap pembelajaran menggunakan model PBL. Hasil penelitian ini menunjukan bahwa penggunaan model PBL berpengaruh signifikan terhadap kemampuan berpikir kritis peserta didik pada materi keanekaragaman hayati yang menggunakan uji *Mann whitney* dengan nilai *Sig* (2-*tailed*) 0,00 < 0,05. Peningkatan nilai *pretest-posttest* kemampuan berpikir kritis pada kelas eksperimen mendapat nilai rata-rata *N-gain* sebesar 0,75 termasuk kategori sedang, lebih tinggi dibandingkan kelas kontrol dengan rata-rata *N-gain* 0,35 termasuk kategori rendah. Dilakukan juga uji *Effect size* didapatkan nilai 1,554 dengan kriteria "besar". Dengan demikian, model PBL berpengaruh terhadap kemampuan berpikir kritis siswa pada materi keanekaragaman hayati.

Kata Kunci: Berpikir Kritis, Keanekaragaman Hayati, *Problem Based Learning*

ABSTRACT

THE EFFECT OF THE PROBLEM BASED LEARNING MODEL ON STUDENTS' CRITICAL THINKING ABILITIES ON BIODIVERSITY MATERIAL

BY

JELITA AMALIA PUTRI

This study aims to determine the effect of the PBL model on students' critical thinking skills on biodiversity material. The study was conducted in the even semester at SMA Lifeskills Kesuma Bangsa Natar in the 2024/2025 academic year. The research design used was a quasi-experiment with a pretest-posttest non-equivalent control group design technique. The sample was taken using a purposive sampling technique with class X1 as the experimental class and class X2 as the control class. The quantitative data collection technique on critical thinking skills was in the form of a descriptive test and qualitative data was obtained from students' responses to learning using the PBL model. The results of this study indicate that the use of the PBL model has a significant effect on students' critical thinking skills on biodiversity material using the Mann Whitney test with a Sig (2-tailed) value of 0.00 <0.05. The increase in the pretest-posttest value of critical thinking skills in the experimental class got an average N-gain of 0.75, including the medium category, higher than the control class with an average N-gain of 0.35, including the low category. The Effect size test was also conducted and obtained a value of 1.554 with the criteria of "large". Thus, the PBL model has an effect on students' critical thinking skills on biodiversity material.

Keywords: Critical Thinking, Biodiversity, Problem Based Learning