

ABSTRAK

PENGARUH *JUMPING TASK* MELALUI *PROBLEM BASED LEARNING* (PBL) TERHADAP *HIGHER ORDER THINKING SKILLS* (HOTS) SISWA PADA MATERI INTERAKSI MAKHLUK HIDUP DENGAN LINGKUNGANNYA

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Penelitian ini bertujuan untuk mengetahui pengaruh *Jumping Task* melalui *Problem Based Learning* (PBL) terhadap *Higher Order Thinking Skills* (HOTS) peserta didik pada materi interaksi makhluk hidup dengan lingkungannya. Penelitian ini menggunakan desain eksperimen semu dengan teknik *pretest-posttest non-equivalent control group design*. Sampel yang diambil menggunakan teknik *cluster random sampling* dengan jumlah seluruh sampel 48 peserta didik. Sampel penelitian terdiri dari dua kelas, yaitu VII.1 sebagai kelas eksperimen yang menerapkan *Jumping Task* melalui PBL dan VII.2 sebagai kelas kontrol yang menggunakan model *Discovery Learning*. Pengumpulan data dilakukan dengan instrumen tes HOTS sebagai data kuantitatif dan angket tanggapan peserta didik sebagai data kualitatif. Hasil uji *independent sample t-test* menunjukkan nilai signifikansi (2-tailed) sebesar $0,001 < 0,05$. Dengan demikian, dapat disimpulkan bahwa penggunaan *Jumping Task* melalui PBL berpengaruh signifikan terhadap peningkatan HOTS peserta didik. Data kualitatif dari angket menunjukkan bahwa tanggapan peserta didik terhadap penerapan *Jumping Task* melalui PBL berada dalam kategori baik, dengan rata-rata persentase sebesar 81,63%, hal ini menunjukkan bahwa penggunaan *Jumping Task* melalui PBL mendapat tanggapan positif dan diterima baik oleh peserta didik.

Kata Kunci: *Higher Order Thinking Skills* (HOTS), Interaksi Makhluk Hidup, *Jumping Task*, *Problem Based Learning* (PBL).

ABSTRACT

The Influence of Problem-Based Learning (PBL) Through Jumping Task on Students' Higher Order Thinking Skills (HOTS) in the Topic of Interactions Between Living Things and Their Environment

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This study aims to determine the effect of Jumping Task through Problem Based Learning (PBL) on students' Higher Order Thinking Skills (HOTS) in the topic of interactions between living organisms and their environment. The research employed a quasi-experimental design with a pretest-posttest non-equivalent control group technique. The sample was selected using cluster random sampling, with a total of 48 students. The research sample consisted of two classes: Class VII.1 as the experimental group, which applied Jumping Task through PBL, and Class VII.2 as the control group, which used the Discovery Learning model. Data were collected using a HOTS test as quantitative data and a student response questionnaire as qualitative data. The results of the independent sample t-test showed a significance value (2-tailed) of $0.001 < 0.05$. Therefore, it can be concluded that the use of Jumping Task through PBL has a significant effect on improving students' HOTS. Qualitative data from the questionnaire indicated that students' responses to the implementation of Jumping Task through PBL were categorized as positive, with an average percentage of 81.63%. This result suggests that the use of Jumping Task through PBL is not only effective in enhancing HOTS but is also well received by students during the learning process.

Keywords: Problem Based Learning, Jumping Task, HOTS, Science Learning,