

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* BERPENDEKATAN LINGKUNGAN TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN KESADARAN BERKELANJUTAN PESERTA DIDIK PADA MATERI PERUBAHAN IKLIM

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Penelitian ini bertujuan mengetahui pengaruh model PBL berpendekatan lingkungan terhadap kemampuan berpikir kritis dan kesadaran berkelanjutan peserta didik pada materi perubahan iklim. Penelitian dilaksanakan pada semester genap di SMP Negeri 2 Pasir Sakti tahun ajaran 2024/2025. Desain penelitian yang digunakan yaitu *quasi eksperimen* dengan teknik *pretest, posttest non-equivalent control group design*. Sampel diambil menggunakan teknik *purposive sampling* dengan kelas VII.B sebagai kelas eksperimen dan kelas VII.A sebagai kelas kontrol. Jenis data berupa data kuantitatif dan kualitatif. Hasil nilai *pretest, posttest* pada kelas eksperimen yang menggunakan model PBL berpendekatan lingkungan pada pembelajaran mendapat skor rata-rata *N-gain* lebih tinggi dari kelas kontrol. Pada kelas eksperimen memperoleh skor 0,64 (kategori sedang) sedangkan kelas kontrol memperoleh skor 0,43 (kategori sedang). Data kuantitatif berupa rerata nilai *pretest, posttest*, dan *N-gain* kemampuan berpikir kritis diuji dengan uji *Independent Sample t-Test* didapatkan nilai *Sig. (2-tailed)* $0,00 < 0,05$ sehingga H_0 ditolak dan H_1 diterima. Dapat disimpulkan bahwa penerapan model PBL berpendekatan lingkungan berpengaruh terhadap peningkatan kemampuan berpikir kritis peserta didik pada materi perubahan iklim. Data kualitatif dari angket kesadaran berkelanjutan sebelum pembelajaran yaitu 78% dan meningkat menjadi 96% sesudah menggunakan model PBL berpendekatan lingkungan dengan kriteria sering atau selalu dilakukan. Berdasarkan hasil tersebut, dapat disimpulkan bahwa penerapan model PBL berpendekatan lingkungan dapat meningkatkan persentase kesadaran berkelanjutan peserta didik pada materi perubahan iklim.

Kata Kunci: Kemampuan Berpikir Kritis, Kesadaran Berkelanjutan, Materi Perubahan Iklim, *Problem Based Learning*

ABSTRACT

THE EFFECT OF ENVIRONMENTAL APPROACH PROBLEM BASED LEARNING MODEL ON STUDENTS' CRITICAL THINKING ABILITIES AND SUSTAINABLE AWARENESS ON CLIMATE CHANGE MATERIAL

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This study aimed to determine the effect of the environmental approach PBL model on students' critical thinking skills and sustainable awareness of climate change material. The study was conducted in the even semester at SMP Negeri 2 Pasir Sakti 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 VII.B as the experimental class and class VII.A as the control class. The types of data were quantitative and qualitative data. The results of the pretest and posttest scores in the experimental class using the environmental approach PBL model in learning showed an average N-gain score higher than the control class. The experimental class obtained a score of 0.64 (moderate category), while the control class obtained a score of 0.43 (moderate category). Quantitative data in the form of the average pretest, posttest, and N-gain scores for critical thinking skills were tested using the Independent Sample t-Test, obtaining a Sig. (2-tailed) value of $0.00 < 0.05$ so that H_0 was rejected and H_1 was accepted. It was concluded that the implementation of the environmental approach PBL model had an effect on improving students' critical thinking skills on climate change material. Qualitative data from the sustainable awareness questionnaire before learning was 78% and increased to 96% after using the environmental approach PBL model, with the criteria of often or always being carried out. Based on these results, it was concluded that the implementation of the environmental approach PBL model could increase the percentage of students' sustainable awareness on climate change material.

Keywords: Critical Thinking Skills, Climate Change Material, Problem Based Learning, Sustainability Awareness