

ABSTRAK

PENGARUH MODEL *PROBLEM BASED LEARNING* (PBL) DENGAN STUDI KASUS TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA SMP PADA MATERI INTERAKSI ANTARA MAKHLUK HIDUP DAN LINGKUNGANNYA

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Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model *Problem Based Learning* (PBL) dengan studi kasus terhadap kemampuan berpikir kritis dan tanggapan peserta didik pada materi interaksi antara makhluk hidup dan lingkungannya. Jenis penelitian menggunakan *quasi eksperimen* dengan desain *pretest-posttest nonequivalent control group*. Teknik pengambilan sampel dilakukan menggunakan *purposive sampling* dengan jumlah sampel 25 peserta didik sebagai kelas eksperimen dan kelas kontrol. Data kuantitatif diperoleh dari hasil *pretest* dan *posttest* kemampuan berpikir kritis peserta didik yang dianalisis menggunakan uji normalitas, uji homogenitas, dan uji hipotesis. Data kualitatif berupa hasil angket tanggapan peserta didik dan observasi keterlaksanaan sintaks pembelajaran yang dianalisis menggunakan analisis deskriptif persentase. Berdasarkan hasil uji hipotesis menggunakan *independent sample t-test* diperoleh nilai *sig. (2 tailed)* $0,000 < 0,005$ yang artinya H_0 ditolak, dapat disimpulkan bahwa penerapan model PBL dengan studi kasus berpengaruh secara signifikan terhadap peningkatan kemampuan berpikir kritis peserta didik. Peningkatan kemampuan berpikir kritis di kelas eksperimen memperoleh nilai *N-Gain* sebesar 0,53 yang termasuk dalam kategori sedang. Sedangkan pada kelas kontrol memperoleh nilai *N-Gain* 0,26 dengan kategori rendah. Hasil angket menunjukkan bahwa peserta didik memberikan tanggapan positif terhadap penerapan model PBL dengan studi kasus. Selain itu, hasil observasi menunjukkan bahwa keterlaksanaan sintaks pembelajaran berada pada kategori baik hingga sangat baik pada setiap tahapan pembelajaran.

Kata Kunci : Berpikir Kritis, *Problem Based Learning*, Studi Kasus

ABSTRACT

THE EFFECT OF THE PROBLEM BASED LEARNING (PBL) MODEL WITH CASE STUDY ON THE CRITICAL THINKING ABILITIES OF JUNIOR HIGH SCHOOL STUDENT ON THE MATERIAL OF INTERACTION BETWEEN LIVING THINGS AND THEIR ENVIRONMENT

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This study aimed to examine the effect of implementing Problem Based Learning (PBL) model with case studies on students' critical thinking skills and learning responses in the topic of interactions between living organisms and their environment. The research employed a quasi-experimental method with a pretest–posttest nonequivalent control group design. The sampling technique used was purposive sampling, involving 25 students in both the experimental and control classes. Quantitative data were obtained from pretest and posttest results of students' critical thinking skills, which were analyzed using normality tests, homogeneity tests, and hypothesis testing. Qualitative data consisted of students' response questionnaires and observations of the implementation of learning syntax, which were analyzed using descriptive percentage analysis. The results of hypothesis testing using the independent sample t-test showed a significance value (2-tailed) of $0.000 < 0.005$, indicating that H_0 was rejected. This result suggests that the implementation of PBL model with case studies had a significant effect on improving students' critical thinking skills. The improvement in critical thinking skills in the experimental class achieved an N-Gain value of 0.53, which was categorized as moderate, while the control class obtained an N-Gain value of 0.26, categorized as low. The questionnaire results indicated that students gave positive responses toward the implementation of PBL model with case studies. In addition, observation results showed that the implementation of learning syntax was in the good to very good category at each stage of the learning process

Keywords : *Case Study, Critical Thinking, Problem Based Learning*