ABSTRAK

Nenden Nuraeni. 2024. **PENGARUH MODEL PEMBELAJARAN *PROBING-PROMPTING* BERBANTUAN POSTER TERHADAP KETERAMPILAN BERPIKIR KRITIS SISWA PADA MATERI PENCEMARAN LINGKUNGAN**

Penelitian ini dilatarbelakangi oleh kurangnya keterampilan berpikir kritis siswa pada materi Pencemaran Lingkungan yang didukung berdasarkan data studi pendahuluan yang menyatakan bahwa keterampilan berpikir kritis siswa masih terbilang rendah. Peneliti berupaya mengatasi masalah tersebut dengan model pembelajaran *Probing-Prompting* berbantuan poster yang dapat membantu siswa mengkonstruksi pengetahuannya sendiri. Tujuan dari penelitian ini yaitu untuk mengetahui pengaruh model pembelajaran *Probing-Prompting* berbantuan poster terhadap keterampilan berpikir kritis siswa pada materi Pencemaran Lingkungan. Metode penelitian yang digunakan adalah kuasi eksperimen dengan desain penelitian *post-test only control group design*. Populasi dalam penelitian ini yaitu seluruh kelas X dengan jumlah siswa sebanyak 448 orang. Sampel penelitian diambil dengan teknik *cluster random sampling*. Untuk mengukur keterampilan berpikir kritis siswa dilakukan tes setelah diberi perlakuan (*posttest*) berbentuk *essay* dengan jumlah soal 15 butir yang mencakup 5 indikator keterampilan berpikir kritis. Hasil uji hipotesis menggunakan uji t pada taraf signifikasi ($\alpha = 0,05$) menunjukkan bahwa setelah diterapkannya model pembelajaran *Probing-Prompting* diperoleh $t_{hitung} > t_{tabel}$ yaitu 10,8> 1,67 sehingga H_0 ditolak dan H_a diterima. Artinya pada tingkat kepercayaan 95% dapat disimpulkan bahwa adanya pengaruh Model Pembelajaran *Probing-Prompting* berbantuan poster terhadap keterampilan berpikir kritis siswa pada materi Pencemaran Lingkungan di kelas X SMA Negeri 5 Tasikmalaya Tahun Ajaran 2023/2024.

Kata kunci: Keterampilan Berpikir Kritis, Model Pembelajaran *Probing-Prompting*, Pencemaran Lingkungan.

ABSTRACT

Nenden Nuraeni. 2024. ***THE INFLUENCE OF POSTER-ASSISTED PROBING-PROMPTING LEARNING MODEL ON STUDENTS' CRITICAL THINKING SKILLS ON ENVIRONMENTAL POLLUTION MATERIAL***

This research was motivated by the lack of students' critical thinking skills in Environmental Pollution material which was supported by preliminary study data which stated that students' critical thinking skills were still relatively low. Researchers are trying to overcome this problem with a poster-assisted Probing-Prompting learning model that can help students construct their own knowledge. The aim of this research is to determine the effect of the poster-assisted Probing-Prompting learning model on students' critical thinking skills on Environmental Pollution material. The research method used was quasi-experimental with a post-test only control group design. The population in this study was all class X with a total of 448 students. The research sample was taken using a cluster random sampling technique. To measure students' critical thinking skills, a test was carried out after being given treatment (posttest) in the form of an essay with a total of 15 questions which included 5 indicators of critical thinking skills. The results of hypothesis testing using the t test at the significance level (α=0.05) show that after implementing the Probing-Prompting learning model, $t\_statistics > t\_table$ was obtained, namely 10.8>1.67 so that H_0 was rejected and H_a was accepted. This means that at a 95% confidence level it can be concluded that there is an influence of the poster-assisted Probing-Prompting Learning Model on students' critical thinking skills on Environmental Pollution material in class X SMA Negeri 5 Tasikmalaya for the 2023/2024 academic year.

Keywords: Critical Thinking Skills, Probing-Prompting Learning Model, Environmental Pollution.