ABSTRAK

MITA NOVIANTIKA. 2022. PENERAPAN MODEL *PROBLEM BASED LEARNING* (PBL) UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS (STUDI QUASI EKSPERIMEN PADA MATA PELAJARAN EKONOMI KELAS X IPS SMA NEGERI 7 TASIKMALAYA TAHUN AJARAN 2022/2023).
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Penelitian ini dilatar belakangi oleh permasalahan yang terjadi di SMA Negeri 7 Tasikmalaya yaitu masih banyaknya peserta didik yang kemampuan berpikir kritis rendah, bahwasannya guru masih kesulitan dalam menyampaikan materi, terutama setelah adanya pembelajaran daring, akibatnya ketika pembelajaran tatap muka peserta didik masih tergolong pasif. Serta belum mencapai nilai KKM 75 dengan nilai rata-rata 74. Sehubungan dengan hal tersebut, penelitian ini bertujuan untuk meningkatkan kemampuan berpikir kritis peserta didik kelas X IPS SMA Negeri 7 Tasikmalaya pada mata pelajaran ekonomi melalui penerapan model *Problem Based Learning* (PBL).

Metode yang digunakan dalam peneelitian ini adalah quasi eksperimen dengan bentuk The Nonequivaent Control Group Design. Penelitian ini dilakukan sebanyak 4 kali pertemuan yang didalamnya Pretest-Posttest untuk mengetahui perbedaan kemampuan berpikir kritis peserta didik pada kelas eksperimen dan kelas kontrol. Kelas eksperimen menggunakan model *Problem Based Learning* (PBL) dan kelas kontrol menggunakan model konvensional. Teknik pengambilan sampel yang digunakan adalah purposive sampling yaitu penentuan sampel dengan pertimbangan waktu dan kondisi yang diberikan oleh sekolah sehingga kelas yang dipilih adalah X IPS 2 kelas eksperimen dan X IPS 5.

Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat perbedaan antara kemampuan berpikir kritis peserta didik yang menggunakan model *Problem Based Learning* (PBL) dan peserta didik yang menggunkan model konvensional. Hal ini dapat ditunjukan dari nilai posttest kelas eksperimen sebesar 83.43 sedangkan kelas kontrol sebesar 71.64 dan nilai N-Gain kelas eksperimen sebesar 0.68 sedangkan kelas kontrol sebesar 0.52 kemudian berdasarkan perhitungan IBM SPSS Versi 29 nilai sig-2 tailed adalah $0,00 < 0,05$. Kemudian keefektifan model problem based learning (PBL) diketahui dengan perhitungan effect size memperoleh nilai $= 8.22$ atau 82% dengan kategori tinggi.

Kata Kunci : Model, *Problem Based Learning* (PBL) dan Kemampuan, Berpikir, Kritis.

ABSTRACT

MITA NOVIANTIKA. 2022. APPLICATION OF THE PROBLEM-BASED LEARNING (PBL) MODEL TO IMPROVE CRITICAL THINKING ABILITY (QUASI EXPERIMENT STUDY IN ECONOMICS CLASS X IPS STUDENTS OF SMA NEGERI 7 TASIKMALAYA IN ACADEMIC YEAR 2022/2023).
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This research is motivated by the problems that occur in SMA Negeri 7 Tasikmalaya, namely that there are still many students who have low critical thinking skills, that teachers still have difficulty conveying material, especially after online learning, as a result, when face-to-face learning students are still relatively passive. As well as having not achieved a KKM score of 75 with an average score of 74. In this regard, this study aims to improve the critical thinking skills of class X IPS students at SMA Negeri 7 Tasikmalaya in economics subjects through the application of the Problem Based Learning (PBL) model.

The method used in this research is quasi-experimental in the form of The Nonequivaent Control Group Design. This research was conducted in 4 meetings which included a Pretest-Posttest to find out the differences in students' critical thinking skills in the experimental class and the control class. The experimental class uses the Problem Based Learning (PBL) model and the control class uses the conventional model. The sampling technique used was purposive sampling, namely determining the sample with consideration of the time and conditions provided by the school so that the classes selected were X IPS 2 experimental class and X IPS 5.

Based on the results of the study it can be concluded that there is a difference between the critical thinking skills of students who use the Problem Based Learning (PBL) model and students who use conventional models. This can be shown from the posttest value of the experimental class of 83.43 while the control class is 71.64 and the N-Gain value of the experimental class is 0.68 while the control class is 0.52 then based on IBM SPSS Version 29 calculations the sig-2 tailed value is $0.00 < 0.05$. Then the effectiveness of the problem based learning (PBL) model is known by calculating the effect size to obtain a value = 8.22 or 82% with the high category.

Keywords: Problem Based Learning (PBL), Model and Critical, Thinking, Ability.