

ABSTRAK

ARYATAMA, 2024. “Pengaruh Model Pembelajaran *Challenge Based Learning* (CBL) berbantuan *Trello* terhadap Literasi Digital dan Kemampuan Berpikir Kritis Peserta Didik pada Pembelajaran Biologi (Studi Eksperimen di Kelas X SMA Negeri 3 Ciamis Tahun Ajaran 2024/2025)” Skripsi Jurusan Pendidikan Biologi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Challenge Based Learning* (CBL) berbantuan *trello* terhadap literasi digital dan kemampuan berpikir kritis peserta didik pada pembelajaran biologi di kelas X SMA Negeri 3 Ciamis tahun ajaran 2024/2025. Penelitian ini dilaksanakan pada bulan Agustus 2024. Metode yang digunakan pada penelitian ini adalah *quasi experiment*. Populasi dalam penelitian ini adalah kelas X SMA Negeri 3 Ciamis dengan jumlah peserta didik 415 orang. Sampel penelitian diambil menggunakan purposive sampling sehingga diperoleh dua kelas yang dijadikan sampel yaitu kelas X-E11 sebanyak 34 peserta didik sebagai kelas eksperimen dan kelas X-E9 sebanyak 34 peserta didik sebagai kelas kontrol. Instrumen yang digunakan pada penelitian ini adalah non tes berupa angket literasi digital sebanyak 13 butir pernyataan dan tes uraian kemampuan berpikir kritis sebanyak 12 soal esai. Teknik analisis data yang digunakan adalah uji *t independent* dengan taraf signifikansi $\alpha = 0,05$. Berdasarkan hasil analisis data dan pengujian hipotesis menunjukkan bahwa nilai signifikansi literasi digital sebesar 0,02 dan kemampuan berpikir kritis sebesar 0,03, keduanya lebih kecil dari 0,05, sehingga dapat disimpulkan bahwa pemberian model pembelajaran *Challenge Based Learning* (CBL) berbantuan *trello* berpengaruh baik terhadap literasi digital dan kemampuan berpikir kritis peserta didik pada pembelajaran biologi di kelas X SMA Negeri 3 Ciamis tahun ajaran 2024/2025.

Kata kunci: *Challenge Based Learning*, *Trello*, Literasi Digital, Berpikir Kritis.

ABSTRACT

ARYATAMA, 2024. *"The Effect of the Challenge Based Learning (CBL) Learning Model assisted by Trello on the Digital Literacy and Critical Thinking Ability of Students in Biology Learning (Experimental Study in Class X SMA Negeri 3 Ciamis Academic Year 2024/2025)"* Biology Education Department Thesis. Faculty of Teacher Training and Education. Siliwangi University.

This study aims to determine the effect of the Challenge Based Learning (CBL) learning model assisted by Trello on digital literacy and critical thinking skills of students in biology learning in class X of SMA Negeri 3 Ciamis in the 2024/2025 academic year. This research was conducted in August 2024. The method used in this study was a quasi-experiment. The population in this study was class X of SMA Negeri 3 Ciamis with a total of 415 students. The research sample was taken using purposive sampling so that two classes were obtained as samples, namely class X-E11 with 34 students as the experimental class and class X-E9 with 34 students as the control class. The instruments used in this study were non-tests in the form of a digital literacy questionnaire with 13 statement items and a critical thinking ability essay test with 12 essay questions. The data analysis technique used was the independent t-test with a significance level of $\alpha = 0.05$. Based on the results of data analysis and hypothesis testing, it shows that the significance value of digital literacy is 0.02 and critical thinking skills are 0.03, both of which are less than 0.05, so it can be concluded that the provision of the Challenge Based Learning (CBL) learning model assisted by Trello has a good effect on digital literacy and critical thinking skills of students in biology learning in class X of SMA Negeri 3 Ciamis in the 2024/2025 academic year.

Keywords: Challenge Based Learning, Trello, Digital Literacy, Critical Thinking.