

ABSTRAK

PIKRI ALPIANSAH. 2025. EFEK MODERASI MINAT BELAJAR PADA PENGARUH MODEL *PROBLEM BASED LEARNING* DAN *DISCOVERY LEARNING* TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA (Kuasi Eksperimen pada Mata Pelajaran Ekonomi Kelas XI SMAN 1 Manonjaya) Jurusan Pendidikan Ekonomi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya. Dosen Pembimbing : Dr. H. Yoni Hermawan, M.Pd. dan Astri Srigustini, M.Pd.

Penelitian ini bertujuan untuk mengkaji dan mengidentifikasi efek moderasi minat belajar pada pengaruh model *problem based learning* dan *discovery learning* terhadap kemampuan berpikir kritis pada siswa kelas XI IPS di SMAN 1 Manonjaya Kabupaten Tasikmalaya. Metode penelitian yang digunakan yaitu desain eksperimen yang berbentuk desain faktorial 2x3 dengan menggunakan Two Ways ANOVA. Peningkatan kemampuan berpikir kritis siswa kelas eksperimen 1 yang menggunakan model *problem based learning* lebih tinggi daripada kelas eksperimen 2 yang menggunakan model *discovery learning*. Hasil dari penelitian ini menunjukkan bahwa 1) Terdapat perbedaan kemampuan berpikir kritis siswa antara kelas eksperimen 1 yang menggunakan model *problem based learning* dan kelas eksperimen 2 yang menggunakan model *discovery learning*; 2) Terdapat perbedaan kemampuan berpikir kritis siswa yang menggunakan model *problem based learning* dan model *discovery learning* pada tingkat Minat Belajar tinggi, sedang, dan rendah; 3) Terdapat interaksi antara model *problem based learning* dan model *discovery learning* dengan minat belajar terhadap kemampuan berpikir kritis siswa.

Kata kunci: Model Pembelajaran *Problem based learning*, Model Pembelajaran *Discovery learning*, Minat Belajar, dan Kemampuan Berpikir Kritis Siswa

ABSTRACT

PIKRI ALPIANSAH. 2025. *MODERATION EFFECT OF INTEREST IN LEARNING ON THE INFLUENCE OF PROBLEM BASED LEARNING AND DISCOVERY LEARNING MODELS ON STUDENTS' CRITICAL THINKING SKILLS (Quasi Experiment in Class XI Economics Subjects at SMAN 1 Manonjaya) Department of Economic Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya. Supervisor : Dr. H. Yoni Hermawan, M.Pd. and Astri Srigustini, M.Pd.*

This study aims to examine and identify the effect of learning interest moderation on the influence of problem-based learning and discovery learning models on critical thinking skills in grade XI social studies students at SMAN 1 Manonjaya, Tasikmalaya Regency. The research method used is an experimental design in the form of a 2x3 factorial design using Two Ways ANOVA. The improvement of critical thinking skills of students in experimental class 1 who used the problem-based learning model was higher than that of experimental class 2 that used the discovery learning model. The results of this study show that 1) There is a difference in students' critical thinking skills between experimental class 1 which uses the problem-based learning model and experimental class 2 which uses the discovery learning model; 2) There are differences in the critical thinking skills of students who use the problem-based learning model and the discovery learning model at the level of high, medium, and low Learning Interest; 3) There is an interaction between the problem based learning model and the discovery learning model with learning interest in students' critical thinking skills.

Keywords: *Problem Based Learning Learning Model, Discovery Learning Learning Model, Learning Interest, and Students' Critical Thinking Skills*