

ABSTRAK

Nuraini, 2025. **Penerapan Model *Problem Based Learning* melalui Strategi Pembelajaran Berdifferensiasi dan Media *Google My Maps* Terhadap Peningkatan Keterampilan Berpikir Spasial (Studi pada Materi Sistem Informasi Geografi Kelas X di SMA Negeri 1 Bojonggede kabupaten Bogor).** Program Studi Pendidikan Geografi. Pascasarjana. Universitas Siliwangi. Tasikmalaya.

Penelitian ini didasari oleh upaya untuk mencapai tujuan pendidikan pada kurikulum merdeka yaitu meningkatkan keterampilan siswa abad 21 dengan menghadirkan pembelajaran yang berpusat pada siswa (saintifik) dan menyesuaikan dengan kebutuhan belajar peserta didik yang berbeda-beda. Pembelajaran geografi khususnya menekankan pada masalah dan fakta yang ada di lingkungan sekitar, dan lebih peka terhadap fenomena yang terjadi di lingkungannya. Pemilihan model dan media pembelajaran yang tepat dapat memudahkan guru untuk mencapai keterampilan berpikir spasial. Pemilihan model *Problem Based Learning* (PBL), dan *Maps digital* seperti *Google My Maps* dapat menghadirkan pembelajaran yang baik dan berpihak pada siswa. Tujuan penelitian ini adalah untuk mengetahui pengaruh model *Problem Based Learning* melalui pembelajaran berdiferensiasi dan media *Google My Maps* terhadap peningkatan keterampilan berpikir spasial siswa. Metode yang digunakan pada penelitian ini adalah kuantitatif dengan bentuk desain *quasi* eksperimen *Nonequivalent Control Group Desain*. Teknik pengumpulan data yang digunakan berupa test, observasi lapangan berupa wawancara, studi literatur, dan studi dokumentasi. Instrumen penelitian berupa test untuk mengukur hasil belajar dan keterampilan berpikir spasial siswa. Hasil uji instrumen menunjukkan bahwa instrumen penelitian dikatakan valid dan reliabel. Hasil penelitian menunjukkan bahwa pengaruh model *Problem Based Learning* melalui pembelajaran berdiferensiasi signifikan terhadap peningkatan keterampilan berpikir spasial siswa dengan rerata nilai *posttest* pada kelas eksperimen sebesar 90 sedangkan pada kelas kontrol sebesar 77, pengaruh Media *Google My Maps* signifikan terhadap peningkatan keterampilan berpikir spasial siswa pada kelas eksperimen nilai rerata kinerja sebesar 94,2, sedangkan pada kelas kontrol sebesar 90, dan pengaruh model *Problem Based Learning* melalui pembelajaran berdiferensiasi dan media *Google My Maps* signifikan terhadap peningkatan keterampilan berpikir spasial siswa dengan nilai *posttest* pada kelas eksperimen sebesar 70%, sementara hasil nilai kinerja keterampilan spasial sebesar 94%. Dapat disimpulkan bahwa terdapat peningkatan keterampilan berpikir spasial siswa melalui pembelajaran *Problem Based Learning* dengan Strategi Pembelajaran Berdifferensiasi dan Model *Google My Maps*.

Kata Kunci: *Problem Based Learning*, Pembelajaran Berdiferensiasi, *Google My Maps* dan Keterampilan Berpikir Spasial.

ABSTRACT

Nuraini, 2025. **Application of Problem Based Learning Model through Differentiated Learning Strategy and Google My Maps Media to Improve Spatial Thinking Skills (Study on Geographic Information System Material Class X at SMA Negeri 1 Bojonggede, Bogor Regency)**. Geography Education Study Program. Postgraduate Program. Siliwangi University. Tasikmalaya.

This research is based on efforts to achieve educational goals in the independent curriculum, namely improving 21st century student skills by presenting student-centered learning (scientific) and adapting to the different learning needs of students. Geography learning should emphasize problems and facts that exist in the surrounding environment, and be more sensitive to phenomena that occur in the environment. Choosing the right learning model and media can make it easier for teachers to achieve spatial thinking skills. The selection of the Problem Based Learning (PBL) model, and digital maps such as Google My Maps can present good learning and favor students. The purpose of this study was to determine the effect of the Problem Based Learning model through differentiated learning and Google My Maps media on improving students' spatial thinking skills. The method used in this research is quantitative with the form of quasi-experimental design Nonequivalent Control Group Design. The data collection techniques used were tests, field observations in the form of interviews, literature studies, and documentation studies. The research instrument is a test to measure learning outcomes and students' spatial thinking skills. The results of the instrument test show that the research instrument is said to be valid and reliable. The results showed that the effect of the Problem Based Learning model through differentiated learning was significant on improving students' spatial thinking skills with an average posttest value in the experimental class of 90 while in the control class of 77, the effect of Google My Maps Media was significant on improving students' spatial thinking skills in the experimental class with an average performance value of 94.2, while in the control class of 90, and the effect of the Problem Based Learning model through differentiated learning and Google My Maps media was significant on improving students' spatial thinking skills with a posttest value in the experimental class of 70%, while the results of the spatial skills performance value were 94%. It can be concluded that there is an increase in students' spatial thinking skills through Problem Based Learning with Differentiated Learning Strategy and Google My Maps Model.

Keywords: Problem Based Learning, Differentiated Learning, Google My Maps and Spatial Thinking Skills.