

ABSTRAK

MIA KURNIASIH, 2026. **Pengaruh Penggunaan Model *Problem Based Learning (PBL)* Berbasis *Game* Terhadap Hasil Belajar Kognitif Dan Kemampuan Berpikir Spasial (Studi Pada Materi Interaksi Desa Dan Kota Kelas Xii Sma Negeri 1 Ciawi Tasikmalaya).** Program Studi Magister Pendidikan Geografi Program Pascasarjana Universitas Siliwangi Tasikmalaya.

Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan model *Problem Based Learning* berbasis *game* terhadap hasil belajar kognitif dan kemampuan berpikir spasial secara simultan pada materi interaksi desa dan kota peserta didik kelas XII SMA Negeri 1 Ciawi Tasikmalaya. Metode penelitian yang digunakan adalah *quasi experiment* dengan *desain nonequivalent control group design*. Populasi dalam penelitian ini adalah seluruh kelas XII SMA Negeri 1 Ciawi Tasikmalaya yang memilih paket mata Pelajaran geografi, sedangkan sampel penelitian terdiri dari dua kelas yaitu kelas eksperimen dan kelas kontrol. Kelas eksperimen diberikan perlakuan menggunakan model *Problem Based Learning* berbasis *game*, sedangkan kelas kontrol menggunakan pembelajaran konvensional. Teknik pengumpulan data dilakukan melalui tes hasil belajar kognitif dan tes kemampuan berpikir spasial. Analisis data dilakukan menggunakan uji Independent Sample t-test untuk mengetahui pengaruh secara parsial serta *Multivariate Analysis of Variance (MANOVA)* untuk mengetahui pengaruh secara simultan. Hasil penelitian menunjukkan bahwa: (1) penggunaan model *Problem Based Learning* berbasis *game* berpengaruh terhadap hasil belajar kognitif peserta didik yang ditunjukkan oleh peningkatan nilai rata-rata dari 32 pada *pretest* menjadi 60,45 pada *posttest* pada kelas eksperimen; (2) penggunaan model *Problem Based Learning* berbasis *game* berpengaruh terhadap kemampuan berpikir spasial peserta didik yang ditunjukkan oleh peningkatan nilai rata-rata dari 49,06 pada *pretest* menjadi 85,61 pada *posttest* dan (3) berdasarkan hasil analisis MANOVA diperoleh nilai *Wilks' Lambda* sebesar 0,690 dengan signifikansi 0,000 ($p < 0,05$) yang menunjukkan bahwa model *Problem Based Learning* berbasis *game* berpengaruh secara simultan terhadap hasil belajar kognitif dan kemampuan berpikir spasial peserta didik. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa penggunaan model *Problem Based Learning* berbasis *game* dalam pembelajaran geografi efektif dalam meningkatkan hasil belajar kognitif dan kemampuan berpikir spasial peserta didik pada materi interaksi desa dan kota.

Kata kunci: *Problem Based Learning, Game Based Learning*, hasil belajar kognitif, berpikir spasial, interaksi desa dan kota.

ABSTRACT

MIA KURNIASIH, 2026. *The Effect of Using Game-Based Problem Based Learning (PBL) Model on Cognitive Learning Outcomes and Spatial Thinking Skills (Study on Village and City Interaction Material for Class XII of Sma Negeri 1 Ciawi Tasikmalaya)*. Magister of Geography Education Study Program, Postgraduate Program, Siliwangi University, Tasikmalaya.

This study aimed to analyze the simultaneous effect of the Game-Based Problem Based Learning model on students' cognitive learning outcomes and spatial thinking skills in the topic of rural–urban interaction among twelfth-grade students at SMA Negeri 1 Ciawi Tasikmalaya. The research employed a quasi-experimental method with a nonequivalent control group design. The population consisted of all twelfth-grade students at SMA Negeri 1 Ciawi Tasikmalaya who selected the Geography subject package. The sample comprised two classes: an experimental class and a control class. The experimental class received instruction using the Game-Based Problem Based Learning model, while the control class was taught using conventional learning methods. Data were collected through cognitive learning achievement tests and spatial thinking skills tests. Data analysis was conducted using the Independent Samples t-test to determine partial effects and Multivariate Analysis of Variance (MANOVA) to examine simultaneous effects. The results of the study showed that: (1) the implementation of the Game-Based Problem Based Learning model had a significant effect on students' cognitive learning outcomes, as indicated by an increase in the mean score from 32 on the pretest to 60.45 on the posttest in the experimental class; (2) the implementation of the Game-Based Problem Based Learning model had a significant effect on students' spatial thinking skills, as indicated by an increase in the mean score from 49.06 on the pretest to 85.61 on the posttest; and (3) based on the MANOVA results, Wilks' Lambda was 0.690 with a significance value of 0.000 ($p < 0.05$), indicating that the Game-Based Problem Based Learning model simultaneously affected students' cognitive learning outcomes and spatial thinking skills. Based on these findings, it can be concluded that the implementation of the Game-Based Problem Based Learning model in geography instruction is effective in improving students' cognitive learning outcomes and spatial thinking skills on the topic of rural–urban interaction.

Keywords: Problem Based Learning, Game-Based Learning, cognitive learning outcomes, spatial thinking skills, rural–urban interaction.