

ABSTRAK

NAJMI MIFTAHUL FALAH. 2026. **Pengaruh Model *Problem Based Learning* Berbantuan Media *Wayground* Presentasi Interaktif Terhadap Keterampilan Berpikir Kritis Dan Hasil Belajar Peserta Didik Pada Mata Pelajaran Biologi (Studi Eksperimen di Kelas X SMA Negeri 5 Tasikmalaya Tahun Ajaran 2025/2026)**. Jurusan Pendidikan Biologi. Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi.

Pada abad ke-21, keterampilan berpikir kritis dan hasil belajar merupakan kompetensi penting dalam pembelajaran Biologi, namun keduanya masih tergolong rendah. Penelitian ini bertujuan mengetahui pengaruh model *Problem Based Learning* (PBL) berbantuan media *Wayground* Presentasi Interaktif terhadap keterampilan berpikir kritis dan hasil belajar peserta didik pada materi ekosistem. Penelitian menggunakan metode *quasi experiment* dengan desain *Pretest-Posttest Nonequivalent Control Group Design*. Populasi penelitian berjumlah 495 peserta didik kelas X SMA Negeri 5 Tasikmalaya. Sampel dipilih menggunakan *purposive sampling*, yaitu kelas X-9 sebagai kelas eksperimen, X-7 sebagai kelas kontrol positif, dan X-5 sebagai kelas kontrol negatif. Data dikumpulkan melalui tes uraian dan tes pilihan majemuk, kemudian dianalisis menggunakan uji ANCOVA, MANCOVA, dan *Least Significant Difference* (LSD). Hasil uji ANCOVA menunjukkan bahwa model tersebut berpengaruh terhadap keterampilan berpikir kritis dan hasil belajar, sedangkan uji MANCOVA menunjukkan pengaruh simultan terhadap kedua variabel. Uji lanjut LSD menunjukkan bahwa kelas eksperimen memiliki keterampilan berpikir kritis dan hasil belajar lebih tinggi dibandingkan kedua kelas kontrol. Skor *posttest* keterampilan berpikir kritis tertinggi terdapat pada indikator membangun keterampilan dasar (83,63) dan terendah pada indikator mengatur strategi dan taktik (75,99), sedangkan hasil belajar tertinggi pada indikator mengingat (C1) sebesar 95,24 dan terendah pada indikator mengevaluasi (C5) sebesar 59,52. Dengan demikian, model PBL berbantuan media *Wayground* Presentasi Interaktif meningkatkan keterampilan berpikir kritis dan hasil belajar peserta didik.

Kata Kunci: *Problem Based Learning*, *Wayground* Presentasi Interaktif, Keterampilan Berpikir Kritis, Hasil Belajar.

ABSTRACT

NAJMI MIFTAHUL FALAH. 2026. *The Effect Of The Problem Based Learning Model Assisted By Wayground Interactive Presentation Media On Students' Critical Thinking Skills And Learning Outcomes In Biology Learning (An Experimental Study in Grade X of SMA Negeri 5 Tasikmalaya, Academic Year 2025/2026)*. Department of Biology Education, Faculty of Teacher In the 21st century, critical thinking skills and learning outcomes are essential competencies in biology education, yet both remain relatively low. This study aims to determine the effect of the Problem-Based Learning (PBL) model, supported by the Wayground Interactive Presentation media, on students' critical thinking skills and learning outcomes regarding ecosystem material. The study employed a quasi-experimental method using a pretest-posttest nonequivalent control group design. The study population consisted of 495 10th-grade students at State Senior High School 5 Tasikmalaya. The sample was selected using purposive sampling: class X-9 served as the experimental class, X-7 as the positive control class, and X-5 as the negative control class. Data were collected through essay tests and multiple-choice tests, then analyzed using ANCOVA, MANCOVA, and the Least Significant Difference (LSD) tests. The results of the ANCOVA test indicated that the model had an effect on critical thinking skills and learning outcomes, while the MANCOVA test revealed a simultaneous effect on both variables. Further LSD tests showed that the experimental class had higher critical thinking skills and learning outcomes compared to both control classes. The highest posttest score for critical thinking skills was found in the "building basic skills" indicator (83.63) and the lowest in the "managing strategies and tactics" indicator (75.99), while the highest learning outcome was in the "recall" indicator (C1) at 95.24 and the lowest in the "evaluation" indicator (C5) at 59.52. Thus, the PBL model supported by the Wayground Interactive Presentation media enhances students' critical thinking skills and learning outcomes.

Keywords: Problem Based Learning, Wayground Interactive Presentation, Critical Thinking Skills, Learning Outcomes.