

ABSTRAK

Sintia Anggela Simbolon, NIM 4201141012 (2024). Pengaruh Model Pembelajaran *Problem Based Learning* Berbasis *Culturally Responsive Teaching* Terhadap Kemampuan Berpikir Kritis Siswa Pada Materi Keanekaragaman Hayati Kelas X SMAN 18 Medan

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem Based Learning* (PBL) berbasis *Culturally Responsive Teaching* (CRT) terhadap kemampuan berpikir kritis siswa pada materi keanekaragaman hayati dan untuk mengetahui perbedaan kemampuan berpikir kritis siswa kelas eksperimen dan kontrol pada tiap indikator. Desain penelitian ini adalah *Non Equivalent Control Group Design*. Populasi penelitian adalah siswa kelas X SMAN 18 Medan. Sampel yang digunakan adalah Kelas X-3 sebagai kelas eksperimen dan X-5 sebagai kelas kontrol. Rata-rata hasil kemampuan berpikir kritis *post-test* kelas eksperimen dan kontrol adalah $80,68 \pm 5,78$; $76,36 \pm 6,56$. Hasil kemampuan berpikir kritis pada tiap indikator kelas eksperimen dan kontrol sebesar 80,65 dan 75,95. Berdasarkan hasil analisis data menggunakan uji-t dengan nilai Sig. $0,004 < 0,05$ menunjukkan bahwa terdapat pengaruh model pembelajaran PBL berbasis CRT terhadap kemampuan berpikir kritis. Berdasarkan hasil analisis data menggunakan uji *Mann Whitney* menunjukkan bahwa terdapat perbedaan yang signifikan terhadap kemampuan berpikir kritis siswa pada indikator membangun keterampilan dasar, menyimpulkan dan memberikan penjelasan lanjut sedangkan pada indikator memberikan penjelasan sederhana dan mengatur strategi dan taktik tidak terdapat perbedaan yang signifikan.

Kata kunci: *Problem Based Learning, Culturally Responsive Teaching, Berpikir Kritis*

ABSTRACT

Sintia Anggela Simbolon, NIM 4201141012 (2024). The Influence of the Problem Based Learning Model Based on Culturally Responsive Teaching on Students' Critical Thinking Ability in Biodiversity Material Class X SMAN 18 Medan

This research aims to determine the effect of the Problem Based Learning (PBL) learning model based on Culturally Responsive Teaching (CRT) on students' critical thinking abilities in biodiversity material and to determine the differences in the critical thinking abilities of experimental and control class students on each indicator. The design of this research is Non Equivalent Control Group Design. The research population was class X students of SMAN 18 Medan. The samples used were Class X-3 as the experimental class and X-5 as the control class. The average post-test critical thinking ability results for the experimental and control classes was $80.68 \pm 5,78$; $76.36 \pm 6,56$. The results of critical thinking skills for each indicator of the experimental and control classes were 80.65 and 75.95. Based on the results of data analysis using the t-test with a Sig value. $0.004 < 0.05$ indicates that there is an influence of the CRT-based PBL learning model on critical thinking skills. Based on the results of data analysis using the Mann Whitney test, it shows that there is a significant difference in students' critical thinking abilities in the indicators of building basic skills, concluding and providing further explanations, while in the indicators of providing simple explanations and organizing strategies and tactics there is no significant difference.

Keywords: Problem Based Learning, Culturally Responsive Teaching, Critical Thinking