

ABSTRAK

Laurentina Putri Puspita Siboro, NIM 3213131013, Penerapan Model Pembelajaran *PBL* dengan Metode *Treffinger* dalam Meningkatkan Kemampuan Berpikir Kritis Siswa pada Materi Pengelolaan SDA dan Permasalahannya Kelas XI di SMA Negeri 15 Medan. Skripsi. Jurusan Pendidikan Geografi, Fakultas Ilmu Sosial, Universitas Negeri Medan, 2025.

Penelitian ini bertujuan untuk meningkatkan kemampuan berpikir kritis siswa melalui penerapan model *Problem Based Learning* (PBL) dengan metode *Treffinger* pada materi pengelolaan sumber daya alam dan permasalahannya dengan harapan dapat mendorong siswa berpikir kritis, aktif berdiskusi, dan mampu menemukan solusi masalah yang relevan dengan kehidupan sehari-hari.

Penelitian dilaksanakan pada semester ganjil tahun ajaran 2025/2026 di kelas XI Mendel SMA Negeri 15 Medan selama Juli–Agustus 2025. Populasi penelitian mencakup seluruh siswa kelas XI dengan sampel 37 siswa yang dipilih menggunakan teknik *purposive sampling*. Data dikumpulkan melalui tes kemampuan berpikir kritis (*pre-test* dan *post-test*), angket respon siswa, observasi aktivitas guru, serta dokumentasi. Analisis data dilakukan secara deskriptif kuantitatif melalui dua siklus penelitian tindakan kelas.

Hasil penelitian menunjukkan peningkatan kemampuan berpikir kritis dari rata-rata *post-test* 64,18% pada siklus I menjadi 86,21% pada siklus II dengan seluruh siswa telah melampaui KKM. Setiap indikator kemampuan berpikir kritis mengalami kenaikan: (1) Memberikan penjelasan sederhana 77,02% menjadi 86,48%, (2) Membangun keterampilan dasar 43,91% menjadi 85,13%, (3) Menyimpulkan 73,64% menjadi 87,83%, (4) Memberikan penjelasan lebih lanjut 48,64% menjadi 85,81%, serta (5) Menetapkan strategi dan taktik 77,70% menjadi 85,81%. Aktivitas siswa pada siklus II juga meningkat dengan rata-rata skor 15,00, di mana dari 37 siswa sebanyak 22 siswa (59,45%) berada pada kategori cukup dan 15 siswa (40,54%) pada kategori kritis, menunjukkan keaktifan dan keterlibatan yang lebih baik dalam proses pembelajaran. Observasi guru meningkat menjadi 82% kategori sangat baik, dan hasil angket respon siswa mencapai 85% kategori sangat baik. Penelitian ini menunjukkan bahwa penerapan PBL dengan metode *Treffinger* efektif meningkatkan kemampuan berpikir kritis, keaktifan siswa, dan kualitas pembelajaran.

Kata Kunci: *Problem Based Learning*, Metode *Treffinger*, Kemampuan Berpikir Kritis

ABSTRACT

Laurentina Putri Puspita Siboro, Student ID Number 3213131013, *The Implementation of the PBL Learning Model with the Treffinger Method in Improving Students' Critical Thinking Skills on Natural Resource Management and Its Problems for Grade XI at SMA Negeri 15 Medan*. Undergraduate Thesis. Department of Geography Education, Faculty of Social Sciences, Universitas Negeri Medan, 2025.

This study aims to improve students' critical thinking skills through the implementation of the Problem Based Learning (PBL) model with the Treffinger method on the topic of natural resource management and its problems, with the expectation of encouraging students to think critically, actively engage in discussions, and be able to find solutions to problems relevant to daily life.

The research was conducted in the odd semester of the 2025/2026 academic year in class XI Mendel of SMA Negeri 15 Medan during July–August 2025. The research population included all Grade XI students, with a sample of 37 students selected using purposive sampling techniques. Data were collected through critical thinking skills tests (pre-test and post-test), student response questionnaires, observations of teacher activities, and documentation. Data analysis was carried out using descriptive quantitative methods through two cycles of classroom action research.

The results showed an improvement in critical thinking skills, with the average post-test score increasing from 64.18% in Cycle I to 86.21% in Cycle II, with all students surpassing the Minimum Mastery Criteria (KKM). Each indicator of critical thinking skills experienced an increase: (1) Providing simple explanations from 77.02% to 86.48%, (2) Building basic skills from 43.91% to 85.13%, (3) Drawing conclusions from 73.64% to 87.83%, (4) Providing further explanations from 48.64% to 85.81%, and (5) Determining strategies and tactics from 77.70% to 85.81%. Student activity in Cycle II also increased with an average score of 15.00, where out of 37 students, 22 students (59.45%) were in the fairly critical category and 15 students (40.54%) were in the critical category, indicating better activeness and involvement in the learning process. Teacher observation results increased to 82% in the very good category, and student response questionnaire results reached 85% in the very good category. This study indicates that the implementation of PBL with the Treffinger method is effective in improving critical thinking skills, student activeness, and the quality of learning.

Keywords: Problem Based Learning, Treffinger Method, Critical Thinking Skills