ABSTRAK

Ester Mariana Pakpahan, NIM 4173311040 (2021). Meta-Analisis Pengaruh Model Pembelajaran *Problem Based Learning* (Pbl) Terhadap Kemampuan Berpikir Kritis Matematis Siswa

Penelitian ini bertujuan untuk mengetahui dan mendeskripsikan Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) Terhadap Kemampuan Berpikir Kritis Matematis Siswa. Metode penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif, yaitu analisis menyajikan hasil publikasi penelitian ilmiah pada elektronik jurnal secara nasional maupun internasional yang berkaitan tentang pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap kemampuan berpikir kritis matematis siswa, jurnal yang dianalisis pada penelitian ini sebanyak enam jurnal (lima jurnal nasional dan satu jurnal internasional). Berdasarkan hasil analisis yang dilakukan peneliti diperoleh kesimpulan bahwa penerapan model pembelajaran *Problem Based Learning* (PBL) memberikan pengaruh terhadap kemampuan berpikir kritis matematis siswa pada jenjang pendidikan Sekolah Menengah Pertama (SMP).

Secara keseluruhan pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap kemampuan berpikir kritis matematis siswa SMP dalam pembelajaran matematika memiliki *effect size* sebesar 1,3563 (Efek Tinggi). Hal tersebut menunjukkan bahwa pembelajaran dengan menggunakan model pembelajaran *Problem Based Learning* (PBL) dapat memberikan pengaruh yang lebih efektif dan layak digunakan dalam proses kegiatan belajar mengajar untuk dapat meningkatkan kemampuan berpikir kritis matematis Siswa Sekolah Menengah Pertama (SMP).

Kata Kunci: Model Pembelajaran Problem Based Learning, Berpikir kritis

ABSTRACT

Ester Mariana Pakpahan, NIM 4173311040 (2021). Meta-Analysis of the Effect of Problem Based Learning (Pbl) Learning Model on Students' Mathematical Thinking Ability

This study aims to determine and describe the effect of the Problem Based Learning (PBL) Learning Model on Students' Mathematical Thinking Ability. The research method used in this research is descriptive research, namely the analysis of presenting the results of scientific research publications on electronic journals nationally and internationally related to the effect of the Problem Based Learning (PBL) learning model on students' mathematical critical thinking abilities, the journals analyzed in this study. as many as six journals (five national journals and one international journal). Based on the results of the analysis conducted by the researcher, it was concluded that the application of the Problem Based Learning (PBL) learning model had an influence on students' mathematical critical thinking skills at the Junior High School (SMP) education level.

Overall, the effect of the Problem Based Learning (PBL) learning model on the mathematical critical thinking skills of junior high school students in mathematics learning has an effect size of 1.3563 (high effect). This shows that learning using the Problem Based Learning (PBL) learning model can provide a more effective and feasible influence in the process of teaching and learning activities to improve the mathematical critical thinking skills of Junior High School Students (SMP).

Keywords: Learning Model Problem Based Learning, Critical Thinking