

ABSTRAK

Heppy Fransiska Nainggolan, NIM 4203151019 (2024), Pengaruh Model *Problem Based Learning* Berbantuan Video Animasi Terhadap Kemampuan Berpikir Kritis Materi Tekanan Zat Siswa Kelas VIII.

Penelitian ini berjudul Pengaruh Model Problem Based Learning Berbantuan Video Animasi Terhadap Kemampuan Berpikir Kritis Materi Tekanan Zat Siswa Kelas VIII. Sampel penelitian ini terdiri dari 2 kelas yang berjumlah 60 siswa yaitu kelas eksperimen berjumlah 30 siswa dan kelas kontrol berjumlah 30 siswa. Instrument yang digunakan berupa tes bentuk essay. Sebelum perlakuan terlebih dahulu dilakukan *pretest* kepada kedua sampel, kemudian dilanjutkan dengan pembelajaran dengan model *problem based learning* berbantuan video animasi pada kelas eksperimen dan pembelajaran konvensional dengan video animasi pada kelas kontrol, kemudian dilakukan *posttest* pada kedua sampel. Data penelitian dianalisis dengan uji t satu pihak untuk instrument tes. Rata-rata kemampuan berpikir kritis siswa di kelas eksperimen selama pembelajaran dengan model *problem based learning* berbantuan video animasi menunjukkan bahwa skor rata-rata *posttest* kelas eksperimen 42,75 dan rata-rata *posttest* kelas kontrol 19,16. Setelah dilakukan pengujian hipotesis terhadap data *posttest* kedua kelompok diperoleh nilai $t_{hitung} = 12,21$ dan $t_{tabel} = 1,697$. Sehingga dapat disimpulkan berdasarkan analisis data yang dilakukan, H_a diterima yaitu $t_{hitung} > t_{tabel}$ atau $12,21 > 1,697$, maka kemampuan berpikir kritis siswa dengan model *problem based learning* berbantuan video animasi lebih tinggi dari kemampuan berpikir kritis siswa dengan pembelajaran konvensional berbantuan video animasi.

Kata Kunci: Model PBL, Video Animasi, Kemampuan Berpikir Kritis, Tekanan Zat

ABSTRACT

Heppy Fransiska Nainggolan, NIM 4203151019 (2024), The Influence of the Problem Based Learning Model Assisted by Animation Videos on the Critical Thinking Ability of Substance Pressure Material in Class VIII Students.

This research is entitled The Effect of Problem Based Learning Models Assisted by Animation Videos on the Critical Thinking Ability of Substance Pressure Material in Class VIII Students. This research sample consisted of 2 classes totaling 60 students, namely the experimental class totaling 30 students and the control class totaling 30 students. The instrument used is an essay test. Before the treatment, a pretest was carried out on the two samples, then continued with learning using a problem based learning model assisted by animated videos in the experimental class and conventional learning with animated videos in the control class, then a posttest was carried out on the two samples. Research data was analyzed using a one-party t test for the test instrument. The average critical thinking ability of students in the experimental class during learning using the problem based learning model assisted by animated videos showed that the average posttest score for the experimental class was 42.75 and the average posttest score for the control class was 19.16. After testing the hypothesis on the posttest data for both groups, the $t_{\text{count}}=12.21$ and $t_{\text{table}}=1.697$ were obtained. So it can be concluded that based on the data analysis carried out, H_a is accepted, namely $t_{\text{count}} > t_{\text{table}}$ or $12.21 > 1.697$, so students' critical thinking abilities using the problem based learning model assisted by animated videos are higher than students' critical thinking abilities using conventional learning assisted by animated videos.

Keywords: PBL Model, Animation Video, Critical Thinking Ability, Substance Pressure