

ABSTRAK

Eva Dalfaridah : “Pengaruh model *Problem Based Learning* berbantu video *microlearning* terhadap peningkatan keterampilan berpikir kritis siswa pada materi virus”

Keterampilan berpikir kritis merupakan kompetensi yang harus dimiliki siswa abad ke-21. Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* berbantu video *microlearning* terhadap peningkatan keterampilan berpikir kritis siswa pada materi virus. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain *non-equivalent control group design*. Penelitian ini dilaksanakan di salah satu MAN di Kabupaten Subang dengan teknik *purposive sampling* yang melibatkan 30 siswa kelas X-F sebagai kelas eksperimen dan 30 siswa kelas X-H sebagai kelas kontrol. Instrumen penelitian meliputi lembar observasi keterlaksanaan aktivitas guru dan siswa, soal uraian berdasarkan indikator keterampilan berpikir kritis, serta angket respon siswa. Hasil observasi menunjukkan keterlaksanaan aktivitas guru sebesar 95% dan aktivitas siswa sebesar 92% dengan kategori sangat baik. Peningkatan keterampilan berpikir kritis siswa pada kelas eksperimen memperoleh nilai *N-Gain* sebesar 0,81 dengan kategori tinggi, sedangkan kelas kontrol memperoleh nilai *N-Gain* sebesar 0,66 dengan kategori sedang. Respon siswa terhadap pembelajaran memperoleh persentase sebesar 93% dengan kategori sangat baik. Hasil uji hipotesis menunjukkan nilai Sig. (2-tailed) sebesar $0,000 < 0,05$, dengan nilai *effect size* 0.88 dengan kategori bear, sehingga H_0 ditolak dan H_1 diterima. Dengan demikian, model *Problem Based Learning* berbantu video *microlearning* berpengaruh positif terhadap peningkatan keterampilan berpikir kritis siswa pada materi virus.

Kata kunci: Keterampilan Berpikir Kritis, Materi Virus, *Problem Based Learning*



ABSTRACT

Eva Dalfaridah: "The Effect of the Problem-Based Learning Model Assisted by Video Microlearning on Improving Students' Critical Thinking Skills on Viruses"

Critical thinking skills are a competency that 21st-century students must possess. This study aims to determine the effect of the Problem-Based Learning Model Assisted by Video Microlearning on Improving Students' Critical Thinking Skills on Viruses. The research method used was a quasi-experimental design with a non-equivalent control group design. This study was conducted at a MAN (Islamic State Islamic Senior High School) in Subang Regency using a purposive sampling technique involving 30 students in grades X-F as the experimental class and 30 students in grade X-H as the control class. The research instruments included observation sheets on the implementation of teacher and student activities, essay questions based on critical thinking skill indicators, and student response questionnaires. The observation results showed that the implementation of teacher activities was 95% and student activities was 92%, categorized as very good. The improvement in students' critical thinking skills in the experimental class achieved an N-Gain of 0.81, categorized as high, while the control class achieved an N-Gain of 0.66, categorized as moderate. The student response to the learning achieved a percentage of 93%, categorized as very good. The results of the hypothesis test showed a Sig. value (2-tailed) of $0.000 < 0.05$, with an effect size of 0.88, categorized as bearish. Thus, H_0 was rejected and H_1 was accepted. Thus, the Problem-Based Learning model assisted by microlearning videos has a positive effect on improving students' critical thinking skills on the virus material.

Keywords: Critical Thinking Skills, Virus Material, Problem-Based Learning

