

ABSTRAK

Najwa Nurul Fitri (1222060075): “Pengaruh Model *Problem Based Differentiated Learning* Terhadap Keterampilan Berpikir Sistem Siswa Pada Materi Ekosistem”

Rendahnya keterampilan berpikir sistem siswa dalam memahami suatu fenomena dan menyelesaikan masalah. Akibatnya, peserta didik terbiasa dengan pemikiran yang satu arah dan kesulitan menghubungkan antar konsep secara holistik. Penelitian ini bertujuan untuk melihat pengaruh model *problem based differentiated learning* terhadap keterampilan berpikir sistem siswa pada materi ekosistem. Metode penelitian yang digunakan yaitu *quasi eksperimental* dengan desain *non-equivalent control group*. Hasil penelitian di kelas dengan model *problem based differentiated learning* menunjukkan hasil keterlaksanaan yang sangat baik dengan nilai aktivitas guru sebesar 95,2% dan aktivitas peserta didik sebesar 93,7%. Peningkatan keterampilan berpikir sistem dengan nilai N-Gain kelas eksperimen 0,48 dan kelas kontrol 0,31. Terdapat pengaruh yang signifikan terhadap keterampilan berpikir sistem siswa dengan menggunakan model *problem based differentiated learning*, diperoleh nilai *sig.(2-tailed)* 0,002 ($<0,05$). Respon peserta didik menunjukkan respon yang positif terhadap pembelajaran materi ekosistem dengan menggunakan *problem based differentiated learning*.

Kata kunci: Kemampuan Berpikir Sistem (KBS), Model *Problem Based Learning*, *Differentiated Learning*, Ekosistem



ABSTRACT

Najwa Nurul Fitri (1222060075): “The Effect of the Problem-Based Differentiated Learning on Students' Systems Thinking Skills regarding Ecosystems”

Students often demonstrate low systems thinking skills when attempting to understand phenomena and solve problems. Consequently, learners become accustomed to linear thinking and struggle to connect concepts holistically. This study aims to examine the effect of the Problem Based Differentiated Learning on students' systems thinking skills regarding the topic of ecosystems. A quasi-experimental method with a non-equivalent control group design was employed. Implementation results in the class using the Problem Based Differentiated Learning showed excellent execution, with teacher activity scores reaching 95.2% and student activity scores reaching 93.7%. Improvements in systems thinking skills were observed, with N-Gain scores of 0.48 for the experimental class and 0.31 for the control class. A significant effect on students' systems thinking skills was found through the use of the Problem Based Differentiated Learning, yielding a sig. (2-tailed) value of 0.002 (<0.05). Students demonstrated a positive response to learning about ecosystems using the Problem Based Differentiated Learning.

Keywords: Systems Thinking Skills (KBS), Problem-Based Learning Model, Differentiated Learning, Ecosystems

