

ABSTRAK

Indah Puspitaningsih (1192060047): Pengaruh *Problem Based Learning* Berbantu Nearpod Terhadap Keterampilan Argumentasi Peserta Didik Pada Materi Perubahan Lingkungan

Penelitian ini dilatarbelakangi keterampilan argumentasi peserta didik masih rendah dikarenakan belum menghadapi pembelajaran berbasis masalah yang dibantu dengan media. Tujuan penelitian ini untuk menganalisis pengaruh model *Problem Based Learning* berbantu Nearpod terhadap keterampilan argumentasi pada materi perubahan lingkungan. Metode dalam penelitian ini digunakan *quasi experimental* dengan jenis desain *non-equivalent control group* menerapkan dua kelas X MIPA 1 dan X MIPA 7 dengan subjek penelitian sebanyak 39 peserta didik. Instrumen yang digunakan berupa soal uraian berjumlah 15 item. Analisis data menggunakan SPSS versi 26. Data hasil keterampilan argumentasi berupa nilai rata-rata *posttest* kelas eksperimen yaitu 66,64 sedangkan nilai *posttest* kelas kontrol yaitu 61,33. Hasil argumentasi peserta didik mengalami peningkatan dengan nilai *N-Gain* kelas eksperimen 0,38 dan kelas kontrol 0,32. Uji hipotesis diperoleh nilai signifikansi $0,022 < 0,05$ maka dapat disimpulkan model *Problem Based Learning* berbantu Nearpod berpengaruh positif dan signifikan terhadap keterampilan argumentasi peserta didik pada materi perubahan lingkungan.

Kata Kunci: Keterampilan Argumentasi, Nearpod, Perubahan Lingkungan, *Problem based learning*



ABSTRACT

Indah Puspitaningsih (1192060047): *The Influence of Nearpod Assisted Problem Based Learning on Students' Argumentation Skills on Environmental Change Material*

The background of this research is that students' argumentation skills are still low because they have not faced problem-based learning assisted by the media. The purpose of this study was to analyze the effect of the Problem Based Learning model assisted by Nearpod on argumentation skills on environmental change material. The method in this study used quasi-experimental with a non-equivalent control group design type applying two classes X MIPA 1 and X MIPA 7 with 39 research subjects. The instrument used is a description of 15 items. Data analysis used SPSS version 26. The data on the results of argumentation skills was in the form of the posttest average score for the experimental class which was 66.64 while the posttest score for the control class was 61.33. The results of the students arguments increased with the N-Gain value of 0.38 for the experimental class and 0.32 for the control class. Hypothesis testing obtained a significance value of $0.022 < 0.05$ so it can be concluded that the Nearpod-assisted Problem Based Learning model has a positive and significant effect on students argumentation skills on environmental change material.

Keywords: *Argumentation Skill, Environmental Change ,Nearpod, Problem based learning*

