

ABSTRAK

Ratna Nur Novianti (2107220005) “Pengaruh Model Problem Based Learning berbantu Video Interaktif terhadap Berpikir kritis siswa di MAN 2 Ciamis (Studi Quasi Eksperimen pada Mata Pelajaran Ekonomi Materi permintaan dan penawaran di kelas X)”. Penulis skripsi ini dibawah bimbingan Bapak Dr.Rizka Andhika Putra, S.Pd., MM. sebagai pembimbing I dan Ibu Rini Agustin Eka Yanti, S.Pd., M.pd. sebagai pembimbing II.

Penelitian ini dilatar belakangi oleh rendahnya kemampuan berpikir kritis peserta didik pada mata pembelajaran Ekonomi di MAN 2 Ciamis. Kemampuan berpikir kritis menjadi salah satu yang tepat, diantaranya yaitu model pembelajaran *Problem Based Learning* berbantu Video Interaktif. Adapun tujuan dari penelitian ini yaitu untuk mengetahui: 1) Kemampuan berpikir kritis yang menggunakan model pembelajaran *Problem Based Learning* berbantu Video Interaktif pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) di kelas eksperimen; 2) Perbedaan Kemampuan berpikir kritis peserta didik yang menggunakan metode pembelajaran Konvensional pada pengukuran awal (*posttest*) dan pengukuran akhir (*posttest*) di kelas kontrol; 3) Perbedaan kemampuan berpikir kritis peserta didik yang menggunakan model pembelajaran *Problem Based Learning* berbantu Video Interaktif dengan menggunakan metode pembelajaran konvensional pada pengukuran akhir (*posttest*). Metode penelitian yang digunakan yaitu metode eksperimen dengan desain *Problem Based Learning* berbantu Video Interaktif. Teknik analisis data menggunakan Uji t.

Hasil penelitian menunjukan: 1) Terdapat perbedaan kemampuan berpikir kritis peserta didik yang menggunakan model pembelajaran *Problem Based Learning* berbantu Video Interaktif pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) di kelas Eksperimen; 2) terdapat perbedaan kemampuan berpikir kritis peserta didik yang menggunakan metode pembelajaran konvensional pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) di kelas kontrol; 3) terdapat kemampuan berpikir kritis peserta didik yang menggunakan model pembelajaran *Problem Based Learning* berbantu Video Interaktif dengan yang menggunakan metode pembelajaran konvensional pada pengukuran akhir (*posttest*).

Kata kunci: Model Pembelajaran, *Problem Based Learning*, Video Interaktif, kemampuan berpikir kritis

ABSTRACT

Ratna Nur Novianti (2107220005) conducted a study titled “The Effect of Problem-Based Learning Model Assisted by Interactive Video on Students' Critical Thinking Skills at MAN 2 Ciamis (Quasi-Experimental Study on Economics Subject Covering Demand and Supply Material in Grade X). This thesis was supervised by Mr. Dr. Rizka Andhika Putra, S.Pd., MM., as the primary advisor, and Mrs. Rini Agustin Eka Yanti, S.Pd., M.Pd., as the secondary advisor.

The research was motivated by the low critical thinking skills of students in Economics lessons at MAN 2 Ciamis. Critical thinking skills are considered essential, and one effective approach is the Problem-Based Learning model supported by Interactive Video. The objectives of this study were to: 1) examine students' critical thinking abilities using the Problem-Based Learning model supported by Interactive Video during the pretest and posttest in the experimental class; 2) identify the differences in critical thinking skills between students taught with conventional methods during the pretest and posttest in the control class; 3) compare the critical thinking skills of students taught with the Problem-Based Learning model supported by Interactive Video and those taught with conventional methods during the posttest. The research employed an experimental method with a design based on the Problem-Based Learning model supported by Interactive Video. Data analysis was conducted using the t-test.

The results indicated that: 1) there was a significant difference in critical thinking skills among students who received instruction through the Problem-Based Learning model supported by Interactive Video between the pretest and posttest in the experimental class; 2) a significant difference was observed in critical thinking skills among students taught with conventional methods between the pretest and posttest in the control class; 3) there was a significant difference in critical thinking skills between students taught with the Problem-Based Learning model supported by Interactive Video and those taught with conventional methods during the posttest.

Keywords: Learning Model, Problem-Based Learning, Interactive Video, Critical Thinking Skills