

**PENERAPAN MODEL *PROBLEM-BASED LEARNING* (PBL)
BERBANTUAN METODE *OUTDOOR STUDY* DAN IMPLIKASINYA
TERHADAP KEMAMPUAN BERPIKIR ANALITIS SISWA DALAM
PEMBELAJARAN GEOGRAFI DI SMA**

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ABSTRAK

Penelitian yang dilakukan memiliki tujuan, yaitu: (1) Menganalisis penerapan model PBL berbantuan *Outdoor Study* dalam pembelajaran geografi guna meningkatkan kemampuan berpikir analitis siswa. (2) Menganalisis kemampuan berpikir analisis siswa sebelum dan sesudah diterapkannya model PBL berbantuan *Outdoor study* dalam pembelajaran geografi dan mengidentifikasi pengaruh model PBL berbantuan *outdoor study* terhadap kemampuan berpikir analisis siswa dalam pembelajaran geografi (3) Menganalisis pengaruh model PBL berbantuan *Outdoor Study* terhadap kemampuan berpikir analisis siswa dalam pembelajaran geografi. Penelitian dirancang sebagai penelitian eksperimen semu (*Quasi Experimental Design*) *Non Equivalent Control Group Design* dengan menggunakan dua kelas yaitu kelas *eksperimen* (XI IPS 2) dan kelas kontrol (XI IPS 1) yang dipilih secara *random* setelah dilakukan uji kesetaraan. Pengumpulan data menggunakan observasi, wawancara dan dokumentasi yang selanjutnya dianalisis secara deskriptif (Deskriptif Kualitatif) dan statistic inferensial. Hasil penelitian menunjukkan: (1) Model PBL Berbantuan *Outdoor Study* pada kelas eksperimen dapat diterapkan dengan kriteria 'Baik' (78). (2) terdapat peningkatan nilai Kemampuan Berpikir Analitis Siswa sebelum dan sesudah diterapkannya Model PBL Berbantuan *Outdoor Study* dalam pembelajaran Geografi dari 50,47 menjadi 78,31. (3) Model PBL berbantuan *Outdoor study* berpengaruh secara signifikan ($0,002 < 0,5$) terhadap Kemampuan Berpikir Analitis Siswa dalam pembelajaran Geografi.

Kata Kunci : *Problem based learning*, Model Pembelajaran, *Outdoor study*.
Berpikir analitis, Pembelajaran Geografi

ABSTRACT

The research carried out has the objectives, namely: (1) Analyzing the application of the PBL model assisted by Outdoor Study in geography learning in order to improve students' analytical thinking skills. (2) Analyze students' analytical thinking skills before and after implementing the PBL model assisted by Outdoor Study in geography learning and identify the influence of the PBL model assisted by outdoor study on students' analytical thinking abilities in geography learning (3) Analyze the influence of the PBL model assisted by Outdoor Study on analytical thinking abilities students in geography learning. The research was designed as a quasi-experimental research (Quasi Experimental Design) Non Equivalent Control Group Design using two classes, namely the experimental class (XI IPS 2) and the control class (XI IPS 1) which were chosen randomly after an equality test was carried out. Data collection uses observation, interviews and documentation which is then analyzed descriptively (Qualitative Descriptive) and inferential statistics. The research results show: (1) The Outdoor Study Assisted PBL model in the experimental class can be applied with 'Good' criteria (78). (2) there was an increase in the students' Analytical Thinking Ability scores before and after the implementation of the Outdoor Study Assisted PBL Model in Geography learning from 50.47 to 78.31. (3) The PBL model assisted by outdoor study has a significant effect ($0.002 < 0.5$) on students' analytical thinking abilities in learning geography.

Keywords: Problem based learning, Learning Model, Outdoor study. Analytical thinking, Geography Learning

