

**ANALISIS MODEL PEMBELAJARAN PROBLEM BASED LEARNING
BERBANTUAN KONTEN TIKTOK DALAM PEMBELAJARAN
GEOGRAFI DAN IMPLIKASINYA TERHADAP KEMAMPUAN
LITERASI LINGKUNGAN SISWA DI SMA**

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ABSTRAK

Penelitian ini bertujuan untuk: (1) Menganalisis penerapan model PBL berbantuan konten Tiktok dalam pembelajaran geografi, (2) Menganalisis kemampuan literasi lingkungan siswa sebelum dan sesudah diterapkannya model PBL berbantuan konten Tiktok, dan (3) Menganalisis pengaruh penerapan model PBL berbantuan konten Tiktok terhadap kemampuan literasi lingkungan siswa dalam pembelajaran Geografi. Penelitian ini dilakukan di SMA Negeri 1 Kuta. Desain penelitian menggunakan eksperimen semu. Kelompok eksperimen (XI B3) dan kelompok kontrol (XI A1) dipilih menggunakan acak sederhana pada kelas yang setara. Pengumpulan data menggunakan metode observasi, tes, dokumentasi, dan pencatatan dokumentasi. Hasil penelitian menunjukkan: (1) Model PBL berbantuan konten tiktok dapat diimplementasikan dengan kategori “sangat baik” melalui tahapan penerapannya, (2) Model PBL berbantuan konten tiktok cukup efektif dalam meningkatkan kemampuan literasi lingkungan siswa yang ditunjukan oleh perbedaan nilai rata-rata posttest antara kelompok eksperimen dan kelompok kontrol yang mencapai 7,43%, (3) Model PBL berbantuan konten tiktok berpengaruh signifikan terhadap kemampuan literasi lingkungan siswa pada pembelajaran geografi dibuktikan dengan Sig (2-tailed) = 0.003 < 0.05 pada p = 0.05. Berdasarkan hasil tersebut disarankan kepada guru geografi menggunakan Model PBL berbantuan konten tiktok untuk meningkatkan kemampuan literasi lingkungan siswa pada pembelajaran geografi.

Kata kunci: kemampuan literasi lingkungan siswa; konten tiktok; model PBL

**ANALYZE OF PROBLEM-BASED LEARNING MODELS HELPED WITH
TICKTOK CONTENT IN GEOGRAPHIC LEARNING AND ITS
IMPLEMENTATION OF STUDENT ENVIRONMENTAL LITERATION
CAPABILITY IN SMA**

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ABSTRACT

This study aims to: (1) Analyzing the application of the TikTok content-assisted PBL model in geography learning, (2) Analyzing the literacy ability of students' environments before and after the TikTok content-assisted PBL model, and (3) Analyzing the effect of applying the TikTok content-assisted PBL model on students' environmental literacy skills in Geography learning. This study was conducted at Kuta Public High School 1. Design research using pseudo experiments. The experimental group (XI B3) and the control group (XI A) were selected using simple randomness in the equivalent class. Data collection uses observation, testing, documentation, and documentation recording methods. Research results show: (1) The Tiktok content-assisted PBL model can be implemented in the "very good" category through its implementation stages, (2) The TikTok content-assisted PBL model was quite effective in improving students' environmental literacy skills shown by the difference in posttest average scores between the experimental group and the control group which reached 7.43%, and the posttest average score of 7.43%. (3) The PBL model assisted by ticktock content has a significant effect on students' environmental literacy on geography learning proven by Sig (2-tailed) = 0.003 < 0.05 at p = 0.05. Based on these results, it was suggested to geography teachers using the PBL Model with the help of tiktok content to improve students' environmental literacy skills in geography learning.

Keywords: students' environmental literacy skills; ticktock content; PBL model