

**PENERAPAN MODEL *PROBLEM BASED LEARNING* BERBANTUAN  
*MIND MAPPING* DALAM PEMBELAJARAN GEOGRAFI UNTUK  
MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS SISWA  
KELAS XI. F DI SMA NEGERI 3 SINGARAJA**

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**ABSTRAK**

Penelitian ini dilatar belakangi oleh rendahnya keterampilan berpikir kritis siswa kelas XI F SMA Negeri 3 Singaraja pada mata pelajaran geografi. Keterampilan tersebut sangat penting dalam menghadapi tantangan abad ke-21. Penelitian ini bertujuan untuk: (1) mendeskripsikan penerapan model *Problem Based Learning* berbantuan *Mind Mapping* dalam pembelajaran geografi, (2) menganalisis peningkatan keterampilan berpikir kritis siswa setelah diterapkannya model tersebut, dan (3) menganalisis respons siswa terhadap penerapan model tersebut. Penelitian ini menggunakan desain Penelitian Tindakan Kelas (PTK) model Kemmis & McTaggart yang dilaksanakan dalam dua siklus dengan subjek penelitian 42 siswa kelas XI F. Data dikumpulkan melalui observasi, angket, tes uraian, dan dokumentasi, kemudian dianalisis secara deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa: (1) penerapan model *Problem Based Learning* berbantuan *Mind Mapping* berjalan dengan baik, (2) keterampilan berpikir kritis siswa mengalami peningkatan pada setiap siklusnya, dan (3) respons siswa terhadap penerapan model tergolong positif. Dengan demikian, penerapan model *Problem Based Learning* berbantuan *Mind Mapping* terbukti efektif untuk meningkatkan keterampilan berpikir kritis siswa pada pembelajaran geografi di kelas XI F SMA Negeri 3 Singaraja.

Kata- Kata kunci: *Problem Based Learning, Mind Mapping*, Keterampilan Berpikir Kritis, Pembelajaran Geografi

**THE IMPLEMENTATION OF THE PROBLEM-BASED LEARNING  
MODEL ASSISTED BY MIND MAPPING IN GEOGRAPHY LEARNING  
TO ENHANCE THE CRITICAL THINKING SKILLS OF STUDENTS IN  
CLASS XI. F AT SMA NEGERI 3 SINGARAJA**

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**ABSTRACT**

This study was motivated by the low levels of critical thinking among class XI F students in geography at SMA Negeri 3 Singaraja. These skills are critical in facing the challenges of the 21st century. This study aims to: (1) describe the application of the Mind Mapping-assisted Problem-Based Learning model in geography learning, (2) analyze the improvement in students' critical thinking skills after the application of this model, and (3) analyze students' responses to the application of this model. This study used Kemmis & McTaggart's Classroom Action Research (CAR) Design, which was carried out in two cycles with 42 students in class XI F as the research subjects. Data were collected through observation, questionnaires, descriptive tests, and documentation, then analyzed using quantitative descriptive analysis. The results showed that: (1) the implementation of the *Problem Based Learning* model assisted by mind mapping went well, (2) students' critical thinking skills improved with each cycle, and (3) students' responses to the implementation of the model were positive. Thus, the implementation of the Problem Based Learning model, supported by mind mapping, proved effective in improving students' critical thinking skills in geography learning in class XI F at SMA Negeri 3 Singaraja.

**Keywords:** Problem-Based Learning, Mind Mapping, Critical Thinking Skills, Geography Learning