

**STUDI KOMPARATIF KEMAMPUAN BERPIKIR KRITIS SISWA
ANTARA KELAS YANG MENERAPKAN MODEL *PROBLEM-BASED
LEARNING* BERBASIS DAN TIDAK BERBASIS VIDEO ANIMASI
DALAM PEMBELAJARAN GEOGRAFI DI SMAN 1 KUBUTAMBAHAN**

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ABSTRAK

Penelitian ini bertujuan untuk : (1) penerapan model *Problem Based Learning* antara yang berbasis dan tidak berbasis dan tidak berbasis Video Animasi Canva dalam pembelajaran geografi untuk meningkatkan kemampuan Berpikir Kritis, (2) Kemampuan Berpikir Kritis siswa sebelum dan sesudah diterapkannya PBL berbasis video animasi Canva, (3) kemampuan Berpikir Kritis Siswa sebelum dan sesudah diterapkannya PBL tidak berbasis video animasi, (4) perbedaan kemampuan berpikir kritis siswa antara kelas yang menerapkan PBL berbasis video animasi dan yang tidak berbasis video animasi canva dalam pembelajaran geografi. Penelitian ini dirancang sebagai penelitian Kuantitatif komparatif penentuan kelas yang menerapkan PBL berbasis animasi dan yang tidak dilakukan secara random setelah uji kesetaraan. Data dikumpulkan melalui observasi serta tes esai yang telah divalidasi, kemudian dianalisis menggunakan statistik deskriptif dan uji-t. Hasil penelitian menunjukkan (1) model Pbl berbasis animasi canva dapat diimplementasikan guru dengan kriteria baik "73,33" sementara model PBL tanpa berbasis animasi hanya tergolong cukup "60,61" (2) Kemampuan Berpikir Kritis siswa pada kelas X2 mengalami peningkatan sebesar 85,00% (dari 75 menjadi 82), (3) kemampuan berpikir kritis siswa pada kelas X5 mengalami peningkatan namun dalam kategori cukup sebesar 61% (dari 62 menjadi 66), (4) terdapat perbedaan signifikan kemampuan Berpikir Kritis Siswa antara kelas yang menerapkan PBL berbasis dan tidak berbasis animasi canva ((sig .000<0,05)). Hal ini membuktikan PBL berbasis video animasi canva berpengaruh signifikan terhadap Kemampuan Berpikir Kritis siswa.

Kata kunci : *Problem Based Learning*; Video animasi canva; Kemampuan Berpikir Kritis; Pembelajaran Geografi

***A COMPARATIVE STUDY OF STUDENTS' CRITICAL THINKING ABILITIES
BETWEEN CLASS THAT APPLIED AN ANIMATION VIDEO BASED AND NON-
ANIMATED PROBLEM BASED LEARNING MODEL IN GEOGRAPHY LEARNING
AT SMAN 1 KUBUTAMBAHAN***

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ABSTRACT

This study aims to analyze the differences in students' Critical Thinking Skills between classes that implement the Problem-Based Learning (PBL) model based on and without Canva animated video in geography learning. This study was designed as a comparative quantitative study. This research has been decided to take place in the school environment, namely SMA Negeri 1 Kubutambahan. The population that provided involvement in this research activity was class X involving 5 classes with a total of 166 students. The data sample in this study was then assisted by the application of the Purposive Random Sampling technique. Data collection for the Application of the PBL Model Based and not based on Canva Animated Video in Geography learning used the Observation Method with Observation Sheets. Data collection in geography learning used the Test Method with Essay Tests. Data analysis used descriptive analysis and inferential analysis using a difference test (t-test). The results of the study showed that there was a significant difference in students' Critical Thinking Skills between classes using the PBL model based on and without Canva Animation Videos in geography learning. The use of Canva Animation Videos in the application of the PBL model in geography learning made a greater contribution to improving students' Critical Thinking Skills. However, in classes that did not use animated videos, an increase in critical thinking skills still occurred, but not as large as in the experimental class because the presentation of the material only relied on text and oral explanations.

Keywords: *Problem Based Learning; Canva Animated Video; Critical Thinking Skills; Geography Learning.*