

**IMPLEMENTASI MODEL *PROBLEM-BASED LEARNING*  
BERBANTUAN *WORDWALL* DALAM PEMBELAJARAN GEOGRAFI  
GUNA MENINGKATKAN MINAT BELAJAR DAN KETERAMPILAN  
BERPIKIR KRITIS SISWA DI SMA N 3 SINGARAJA**

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**ABSTRAK**

Penelitian ini bertujuan untuk: (1) mendeskripsikan dan menganalisis pengimplementasian model *Problem-Based Learning* berbantuan *Wordwall* pada pembelajaran geografi; (2) menguji efektivitas penerapan model *Problem-based learning* berbantuan *Wordwall* dalam meningkatkan Minat Belajar siswa; serta (3) menguji efektivitas penerapan model *Problem-Based Learning* berbantuan *Wordwall* dalam meningkatkan Keterampilan Berpikir Kritis siswa. Penelitian ini dilaksanakan di SMA Negeri 3 Singaraja dengan menggunakan desain eksperimen semu (*Quasi-Experimental*) tipe *Non-Equivalent Control Group Design*. Pemilihan kelompok eksperimen dan kelompok kontrol dilakukan pada kelas yang memiliki tingkat kognitif setara. Data dikumpulkan melalui metode observasi dan tes, yang kemudian dianalisis menggunakan teknik statistik deskriptif dan analisis inferensial (*N-Gain Score*). Hasil penelitian menunjukkan bahwa: (1) Penerapan model *Problem-Based Learning* berbantuan *Wordwall* dalam pembelajaran geografi terlaksana dengan kategori 'Sangat Baik' dengan nilai rata-rata sebesar 81,91, (2) Hasil analisis *N-Gain* menunjukkan bahwa model *Problem-Based Learning* berbantuan *Wordwall* 'Cukup Efektif' (69,05%) dalam meningkatkan Minat Belajar siswa dalam pembelajaran geografi, dan (3) Hasil analisis *N-Gain* menunjukkan bahwa model *Problem-Based Learning* berbantuan *Wordwall* 'Cukup Efektif' (61,01%) dalam meningkatkan Minat Belajar siswa dalam pembelajaran geografi. Berdasarkan temuan ini maka pengintegrasian model *Problem-based learning* dengan media *Wordwall* dapat dijadikan sebagai alternatif strategi inovatif untuk mengoptimalkan Minat Belajar dan Kemampuan Berpikir Kritis siswa dalam pembelajaran geografi.

**Kata Kunci:** Keterampilan Berpikir Kritis; Minat Belajar; *Problem-based learning*; *Wordwall*.

**IMPLEMENTATION OF WORDWALL-ASSISTED PROBLEM-BASED  
LEARNING MODEL IN GEOGRAPHY LEARNING TO IMPROVE  
STUDENTS' LEARNING INTEREST AND CRITICAL THINKING  
SKILLS AT SMA N 3 SINGARAJA**

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**ABSTRACT**

This study aims to: (1) describe and analyze the implementation of the Wordwall-assisted Problem-Based Learning (PBL) model in geography learning; (2) test the effectiveness of the Wordwall-assisted PBL model in increasing students' Learning Interest; and (3) test the effectiveness of the Wordwall-assisted PBL model in enhancing students' Critical Thinking Skills. This research was conducted at SMA Negeri 3 Singaraja using a Quasi-Experimental design, specifically the Non-Equivalent Control Group Design. The selection of the experimental and control groups was based on classes with equivalent cognitive levels. Data were collected through observation and testing methods, which were then analyzed using descriptive statistical techniques and inferential analysis (N-Gain Score). The results showed that: (1) The implementation of the Wordwall-assisted Problem-Based Learning model in geography learning was carried out in the 'Very Good' category with an average score of 81.91; (2) The N-Gain analysis indicated that the Wordwall-assisted Problem-Based Learning model was 'Sufficiently Effective' (69.05%) in increasing students' Learning Interest in geography; and (3) The N-Gain analysis showed that the Wordwall-assisted Problem-Based Learning model was 'Sufficiently Effective' (61.01%) in improving students' Critical Thinking Skills in geography learning. Based on these findings, the integration of the Problem-Based Learning model with Wordwall media can be utilized as an alternative innovative strategy to optimize students' Learning Interest and Critical Thinking Skills in geography education.

**Keywords:** Critical Thinking Skills; Learning Interest; Problem-Based Learning; Wordwall.