

PENGARUH MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* BERBANTUAN *GOOGLE SCHOLAR* TERHADAP *CRITICAL THINKING SKILLS* SISWA PADA MATA PELAJARAN GEOGRAFI DI SMA NEGERI 1 BANJAR

Oleh

Kadek Ardi Murdi Astana, NIM 2114031004

Jurusan Geografi

ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan penerapan model *Problem Based Learning* berbantuan *Google Scholar* dalam pembelajaran Geografi, menganalisis *Critical Thinking Skills* siswa, serta menguji pengaruh model tersebut terhadap peningkatan *Critical Thinking Skills*. Penelitian menggunakan metode eksperimen semu dengan desain *Nonequivalent Control Group Design*, melibatkan satu kelas eksperimen dan satu kelas kontrol yang dipilih melalui random sampling. Instrumen penelitian meliputi observasi penerapan *Problem Based Learning*, tes awal dan tes akhir berbasis HOTS (C4, C5, C6), serta uji normalitas dan homogenitas. Hasil penelitian menunjukkan bahwa penerapan *Problem Based Learning* berbantuan *Google Scholar* berjalan sangat baik dan meningkatkan keterlibatan siswa. *Critical Thinking Skills* siswa kelas eksperimen meningkat lebih tinggi dibandingkan kelas kontrol. Uji t-test juga menunjukkan perbedaan signifikan antara kedua kelompok, sehingga model *Problem Based Learning* berbantuan *Google Scholar* terbukti berpengaruh positif terhadap peningkatan *Critical Thinking Skills* siswa. Dengan demikian, *Google Scholar* efektif digunakan sebagai media pendukung dalam penerapan model *Problem Based Learning*.

Kata Kunci: *Problem Based Learning*, *Google Scholar*, *Critical Thinking Skills*, Pembelajaran Geografi.

***THE EFFECT OF PROBLEM-BASED LEARNING
ASSISTED BY GOOGLE SCHOLAR ON STUDENTS'
CRITICAL THINKING SKILLS IN GEOGRAPHY
SUBJECT AT SMA NEGERI 1 BANJAR***

By

Kadek Ardi Murdi Astana, NIM 2114031004

Department of Geography

ABSTRACT

This study aims to describe the implementation of the Problem-Based Learning model assisted by Google Scholar in Geography learning, analyze students' critical thinking skills, and examine the effect of the model on improving those skills. The research employed a quasi-experimental method using a Nonequivalent Control Group Design, involving one experimental class and one control class selected through random sampling. The research instruments included observation sheets of the Problem-Based Learning implementation, pre-test and post-test based on Higher Order Thinking Skills (HOTS) levels (C4, C5, C6), as well as normality and homogeneity tests. The results showed that the implementation of Problem-Based Learning assisted by Google Scholar was carried out very well and increased student engagement. The critical thinking skills of students in the experimental class improved more significantly compared to those in the control class. The t-test results also indicated a significant difference between the two groups, confirming that the Problem-Based Learning model assisted by Google Scholar has a positive effect on improving students' critical thinking skills. Therefore, Google Scholar is effective as a supporting medium in the implementation of the Problem-Based Learning model.

Keywords: *Problem-Based Learning, Google Scholar, Critical Thinking Skills, Geography Learning.*