

KOMPARASI MODEL *PROBLEM BASED LEARNING* DAN *DISCOVERY LEARNING* DALAM PENDEKATAN *DEEP LEARNING* TERHADAP PENINGKATAN KETERAMPILAN BERPIKIR KRITIS MURID PADA MATA PELAJARAN IPA SMP

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ABSTRAK

Penelitian ini bertujuan menganalisis perbedaan peningkatan keterampilan berpikir kritis antara murid yang dibelajarkan menggunakan model *Problem Based Learning* dan *Discovery Learning* dalam pendekatan *Deep Learning* pada materi Struktur Bumi dan Perkembangannya. Penelitian ini merupakan penelitian kuantitatif dengan pendekatan kuasi eksperimen. Populasi penelitian adalah seluruh murid kelas VIII SMP dengan sampel yang dipilih menggunakan teknik *cluster random sampling*. Data keterampilan berpikir kritis dan kemampuan awal murid dikumpulkan menggunakan tes pilihan ganda. Analisis data menggunakan analisis deskriptif dan analisis statistik inferensial dengan uji ANCOVA untuk mengontrol kemampuan awal murid pada taraf signifikansi 5% ($\alpha = 0,05$). Hasil penelitian menunjukkan terdapat perbedaan peningkatan keterampilan berpikir kritis yang signifikan antara kedua kelompok ($p < 0,05$). Murid yang dibelajarkan menggunakan model *Problem Based Learning* berpendekatan *Deep Learning* menunjukkan peningkatan keterampilan berpikir kritis yang lebih tinggi dibandingkan murid yang dibelajarkan menggunakan model *Discovery Learning* berpendekatan *Deep Learning*. Dengan demikian, model *Problem Based Learning* berpendekatan *Deep Learning* lebih efektif digunakan untuk meningkatkan keterampilan berpikir kritis murid pada pembelajaran IPA SMP.

Kata Kunci: *Deep Learning*, *Discovery Learning*, Keterampilan Berpikir Kritis, Pembelajaran IPA, *Problem Based Learning*

***A COMPARISON OF PROBLEM-BASED LEARNING AND DISCOVERY
LEARNING MODELS USING A DEEP LEARNING APPROACH ON THE
IMPROVEMENT OF STUDENTS' CRITICAL THINKING SKILLS IN
JUNIOR HIGH SCHOOL SCIENCE***

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ABSTRACT

This study aims to analyze differences in the improvement of critical thinking skills between students taught using the Problem-Based Learning model and the Discovery Learning model within the Deep Learning approach on the topic of Earth's Structure and Its Development. This study is a quantitative study using a quasi-experimental design. The study population consists of all eighth-grade junior high school students, with the sample selected using a cluster random sampling technique. Data on students' critical thinking skills and initial abilities were collected using multiple-choice tests. Data analysis employed descriptive analysis and inferential statistical analysis using an ANCOVA test to control for students' initial abilities at a significance level of 5% ($\alpha = 0.05$). The results of the study indicate a significant difference in the improvement of critical thinking skills between the two groups ($p < 0.05$). Students who were taught using the Problem-Based Learning model with a Deep Learning approach showed a greater improvement in critical thinking skills compared to students taught using the Discovery Learning model with a Deep Learning approach. Thus, the Problem Based Learning model with a Deep Learning approach is more effective for improving students' critical thinking skills in junior high school science education.

Keywords: *Deep Learning, Discovery Learning, Critical Thinking Skills, Science Learning, Problem Based Learning*