

**KOMPARASI MODEL *PROBLEM BASED LEARNING* (PBL) DAN  
*PROJECT BASED LEARNING* (PjBL) TERHADAP KETERAMPILAN  
BERPIKIR KRITIS PESERTA DIDIK SMP**

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**ABSTRAK**

Penelitian ini bertujuan menganalisis perbedaan keterampilan berpikir kritis peserta didik yang dibelajarkan dengan model *problem based learning* dan model *project based learning*. Penelitian ini merupakan eksperimen semu dengan rancangan penelitian adalah *non-equivalent pretest-posttest control design*. Populasi penelitian ini adalah peserta didik kelas VII SMPN 1 Bangli yang berjumlah 320 orang. Sampel penelitian dipilih menggunakan teknik *cluster random sampling*, sehingga didapatkan dua kelas yaitu kelas VIIC sebagai kelas eksperimen I dan kelas VIIE sebagai kelas eksperimen II yang masing-masing kelas terdapat 32 peserta didik. Data penelitian ini adalah Keterampilan Berpikir Kritis yang dikumpulkan dengan metode tes. Data dianalisis dengan menggunakan analisis deskriptif dan analisis kovarian (ANAKOVA) satu jalur pada taraf signifikansi 5%. Hasil penelitian menunjukkan, peserta didik yang dibelajarkan dengan model *problem based learning* memiliki nilai rata-rata keterampilan berpikir kritis 78,82 sedangkan peserta didik yang dibelajarkan dengan model *project based learning* memiliki nilai rata-rata keterampilan berpikir kritis 76,91. Hasil analisis kovarian (ANAKOVA) menunjukkan angka signifikansi yang diperoleh lebih kecil dari 0,05. Berdasarkan hasil analisis tersebut dapat disimpulkan bahwa terdapat perbedaan keterampilan berpikir kritis antara peserta didik yang dibelajarkan dengan menggunakan model *problem based learning* dan model *learning project based learning*.

**Kata kunci:** model *problem based learning*, model *project based learning*, berpikir kritis.

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***ABSTRCT***

*This research aims to analyze differences in students' critical thinking skills that are taught with problem based learning models and project based learning models. This research is a pseudo experiment with the research summary is a non-equivalent pretest-posttest control design. The population of this study is a student of class VII SMPN 1 Bangli which numbers 320 people. The research sample was selected using the cluster random sampling technique, so that two classes were obtained, namely class VIIC as an experimental class I and class VIIE as an experimental class II of which each class had 32 learners. This research data is a Critical Thinking Skill collected by test methods. The data was analyzed using descriptive analysis and one-track covariance analysis (ANAKOVA) at a significant level of 5%. The results showed that learners who were taught with the problem based learning model had an average value of critical thinking skills of 78.82 while learners who were taught with the project based learning model had an average value of critical thinking skills of 76.91. Covariance analysis (ANAKOVA) showed the significance figure obtained was less than 0.05. Based on the results of the analysis, it can be concluded that there are differences in critical thinking skills between learners who are taught using problem based learning models and project based learning models.*

**Keywords:** *problem based learning model, project based learning model, critical thinking.*