

Githa Maurin Sakti Ardila. 2026. *Penerapan Model PBL Berbantuan Video Animasi pada Materi Bumi dan Tata Surya untuk Meningkatkan Kemampuan Berpikir Kritis Siswa*. Skripsi, Program Studi Pendidikan IPA, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura.
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ABSTRAK

Kemampuan berpikir kritis adalah keterampilan abad ke-21 yang penting dilatihkan dalam pembelajaran IPA. Penelitian ini bertujuan untuk mengetahui perbedaan dan peningkatan kemampuan berpikir kritis siswa, keterlaksanaan dan respons siswa terhadap pembelajaran model PBL berbantuan video animasi pada materi bumi dan tata surya. Jenis penelitian ini adalah *quasi eksperiment*. Penelitian dilakukan di SMPN 1 Burneh dengan populasi penelitian seluruh siswa kelas VII tahun ajaran 2025/2026. Sampel penelitian yang digunakan kelas VII-A dan VII-B berjumlah 47 siswa dengan teknik *random sampling*. Desain penelitian ini yaitu *Nonequivalent Control Group Design*. Instrumen penelitian meliputi ATP, PPM, LKM, tes kemampuan berpikir kritis, lembar panduan wawancara, lembar observasi keterlaksanaan pembelajaran, dan angket respons siswa yang telah dinyatakan valid dan reliabel. Teknik analisis data menggunakan uji *Independent Sample T-Test*. Hasil penelitian menunjukkan (1) model PBL berbantuan video animasi pada materi bumi dan tata surya memberikan perbedaan signifikan terhadap kemampuan berpikir kritis siswa berdasarkan uji *Independent Sample T-Test* dengan nilai signifikansi 0,000. (2) meningkatkan kemampuan berpikir kritis siswa dengan rata-rata *N-Gain* 0,50 (sedang). (3) keterlaksanaan pembelajaran memperoleh 93,06% (sangat baik). (4) respons siswa memperoleh hasil rata-rata 88,95% (sangat baik). Kesimpulan penelitian menunjukkan penerapan model PBL berbantuan video animasi efektif meningkatkan kemampuan berpikir kritis siswa.

Kata kunci: kemampuan berpikir kritis, PBL, video animasi, bumi dan tata surya

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ABSTRACT

Critical thinking ability is an important 21st-century skill that needs to be trained in science learning. This study aims to determine the differences and improvements in students' critical thinking skills, the feasibility, and students' responses to problem-based learning (PBL) assisted by animation videos on the material of Earth and the solar system. This type of research is a quasi-experiment. The research was conducted at SMPN 1 Burneh with the research population being all seventh-grade students in the 2025/2026 academic year. The research sample used were classes VII-A and VII-B totaling 47 students using a random sampling technique. The research design was a Nonequivalent Control Group Design. The research instruments included ATP, PPM, LKM, critical thinking ability tests, interview guide sheets, learning implementation observation sheets, and student response questionnaires that had been declared valid and reliable. The data analysis technique used was the Independent Sample T-Test. The research results showed (1) the PBL model assisted by animated videos on Earth and solar system material significantly affected students' critical thinking skills based on the Independent Sample T-Test with a significance value of 0.000. (2) It improved students' critical thinking skills with an average N-Gain of 0.50 (medium). (3) The implementation of learning achieved 93.06% (very good). (4) Student responses obtained an average result of 88.95% (very good). The research concluded that the implementation of the PBL model assisted by animated videos is effective in improving students' critical thinking skills.

Keywords: *critical thinking skills, PBL, animated video, Earth and the solar system*