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ABSTRAK

Model *Game Based Learning* merupakan model pembelajaran yang terintegrasi permainan, sedangkan *Mixed Reality Edugame* merupakan media pembelajaran yang dapat meningkatkan keaktifan pembelajaran. Tujuan penelitian ini yaitu untuk mengetahui pengaruh model *Game Based Learning* berbantuan *Mixed Reality Edugame*, keterlaksanaan pembelajaran, serta respon siswa terhadap pembelajaran yang menggunakan model *Game Based Learning* berbantuan *Mixed Reality Edugame*. Jenis penelitian yang digunakan yaitu kuantitatif. Penelitian ini dilaksanakan di SMPN 1 Tlakanan kelas IX-B sebagai kelas kontrol dengan jumlah siswa 26, dan kelas IX-D sebagai kelas eksperimen dengan jumlah siswa, saat implementasi pada semester genap tahun ajaran 2024/2025. Instrumen pengumpulan data menggunakan observasi, wawancara, tes berpikir kritis, angket dan dokumentasi. Berdasarkan hasil uji hipotesis posttest menggunakan uji *Mann Whiney U* diperoleh *sig. (2 tailed)* sebesar $0,000 < 0,05$ dengan hipotesis H_0 ditolak dan H_1 diterima. Berdasarkan hasil penelitian dapat disimpulkan 1) Perbedaan rata-rata posttest kelas eksperimen dan kelas kontrol menunjukkan adanya pengaruh model GBL berbantuan MRE terhadap berpikir kritis siswa, 2) Keterlaksanaan pembelajaran menggunakan model GBL berbantuan MRE mendapatkan rata-rata sebesar 100% yang tergolong kriteria sangat baik, 3) Respon siswa setelah diterapkan model GBL berbantuan MRE 85,25% dengan kategori sangat baik.

Kata kunci: Berpikir Kritis, *Game Based Learning*, *Mixed Reality Edugame*

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ABSTRACT

The Game-Based Learning model is a learning model that integrates games, while Mixed Reality Edugames are learning media that can increase student engagement. The purpose of this study was to determine the effect of the Game-Based Learning model supported by Mixed Reality Edugames, the feasibility of the learning process, and student responses to learning using the Game-Based Learning model supported by Mixed Reality Edugames. This was a quantitative study. This study was conducted at SMPN 1 Tlakanan, with class IX-B serving as the control group (26 students) and class IX-D as the experimental group, during the second semester of the 2024/2025 academic year. Data collection utilized observation, interviews, critical thinking tests, questionnaires, and documentation. Based on the posttest hypothesis test using the Mann-Whitney U test, the significance level (two-tailed) was $0.000 < 0.05$, leading to the rejection of H_0 and acceptance of H_1 . Based on the research results, it can be concluded that 1) The difference in the average posttest of the experimental class and the control class shows the influence of the MRE-assisted GBL model on students' critical thinking, 2) The implementation of learning using the MRE-assisted GBL model obtained an average of 100% which is classified as very good criteria, 3) Student responses after applying the MRE-assisted GBL model were 85.25% with a very good category.

Keywords: *Critical Thinking, Game Based Learning, Mixed Reality Edugame*