

Oktya Putri Pratidina, 2026. *Penerapan Model PBL Berpendekatan Deep Learning Terhadap Kemampuan Berpikir Kritis dan Motivasi Belajar Siswa*. Skripsi, Program Studi Pendidikan IPA, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Pembimbing: Dr. Fatimatul Munawaroh, S.Si., M.Si.

## ABSTRAK

Kemampuan berpikir kritis dan motivasi belajar merupakan kompetensi penting yang perlu dikembangkan dalam pembelajaran IPA abad ke-21. Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan berpikir kritis dan motivasi belajar siswa antara kelas eksperimen dan kelas kontrol, kemampuan berpikir kritis dan motivasi belajar setelah penerapan model keterlaksanaan pembelajaran, serta respons siswa terhadap penerapan model *Problem Based Learning* (PBL) berpendekatan *deep learning* pada materi Bumi dan Tata Surya. Penelitian ini menggunakan metode quasi experiment dengan desain *Nonequivalent Control Group Design*. Data dikumpulkan menggunakan tes kemampuan berpikir kritis, angket motivasi belajar, lembar observasi keterlaksanaan pembelajaran, dan angket respons siswa. Hasil penelitian menunjukkan bahwa (1) terdapat perbedaan signifikan kemampuan berpikir kritis siswa antara kelas eksperimen dan kelas kontrol dengan nilai signifikansi (*2-tailed*) sebesar 0,001, (2) tidak terdapat perbedaan signifikan motivasi belajar siswa antara kelas eksperimen dan kelas kontrol dengan nilai signifikansi (*2-tailed*) sebesar 0,061, (3) kemampuan berpikir kritis siswa pada kelas eksperimen memperoleh rata-rata dari 13 dengan kategori sangat rendah menjadi 67 dengan kategori tinggi, (4) motivasi belajar siswa pada kelas eksperimen memperoleh rata-rata dari 70,85 dengan kategori cukup baik menjadi 78,80 dengan kategori baik, (5) keterlaksanaan pembelajaran memperoleh persentase sebesar 100% dengan kategori sangat baik, dan (6) respons siswa memperoleh rata-rata persentase sebesar 83% dengan kategori sangat tinggi. Berdasarkan hasil tersebut, penerapan model *Problem Based Learning* (PBL) berpendekatan *deep learning* efektif terhadap kemampuan berpikir kritis dan motivasi belajar siswa pada materi Bumi dan Tata Surya.

**Kata kunci:** berpikir kritis, Bumi dan Tata surya, *deep learning*, motivasi belajar, *Problem Based Learning*.

Oktya Putri Pratidina, 2026. *The Application of the PBL Model with a Deep Learning Approach to Students' Critical Thinking Skills and Learning Motivation*. Thesis, Science Education Program, Faculty of Teacher Training and Education, Trunodjoyo University of Madura. Advisor: Dr. Fatimatul Munawaroh, S.Si., M.Si.

## **ABSTRACT**

*Critical thinking skills and learning motivation are essential competencies that need to be developed in 21st-century science education. This study aimed to determine the differences in students' critical thinking skills and learning motivation between the experimental and control groups, students' critical thinking skills and learning motivation after the implementation of the learning model, the implementation of the learning process, and students' responses to the application of the Problem-Based Learning (PBL) model with a deep learning approach on the Earth and Solar System topic. This study employed a quasi-experimental research design using the Nonequivalent Control Group Design. Data were collected through a critical thinking skills test, a learning motivation questionnaire, an observation sheet for learning implementation, and a student response questionnaire. The results showed that 1) there was a significant difference in students' critical thinking skills between the experimental and control groups with a two-tailed significance value of 0.001, 2) there was a significant difference in students' learning motivation between the experimental and control groups with a two-tailed significance value of 0.011, 3) the average score of students' critical thinking skills in the experimental group increased from 12.8 (very low category) to 67 (high category), 4) the average percentage of students' learning motivation increased from 70.85% (fair category) to 78.80% (good category), 5) the implementation of the learning process reached 100% (very good category); and 6) students' responses reached an average percentage of 83% (very high category). Based on these findings, the implementation of the Problem-Based Learning (PBL) model with a deep learning approach was effective in improving students' critical thinking skills and learning motivation on the Earth and Solar System topic.*

**Keywords:** *critical thinking skills, deep learning, Earth and Solar System, learning motivation, Problem Based Learning.*