

## **ABSTRAK**

**ATY RIMADANA.** Pengaruh Model *Problem Based Learning* (PBL) Dipadu *Numbered Heads Together* (NHT) Dalam Pembelajaran Biologi Terhadap Keterampilan Berpikir Kritis Siswa SMA. Di bawah bimbingan EKA PUTRI AZRAI, RATNA DEWI WULANINGSIH

Tingkat keterampilan berpikir kritis siswa di Indonesia masih tergolong rendah. Upaya untuk meningkatkan keterampilan berpikir kritis siswa salah satunya dengan menerapkan model pembelajaran yang memfasilitasi kegiatan siswa untuk berpikir kritis. Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) dipadu *Numbered Heads Together* (NHT) dalam pembelajaran Biologi terhadap keterampilan berpikir kritis siswa pada materi Ekologi. Metode penelitian yang digunakan adalah eksperimen semu dengan desain *pretest-posttest non-equivalent control group design*. Sampel penelitian terdiri dari dua kelas, masing-masing kelas berjumlah 33 siswa yang dipilih secara *simple random sampling*. Instrumen yang digunakan berupa tes keterampilan berpikir kritis materi Ekologi. Uji prasyarat data menggunakan uji Kolmogorov-Smirnov untuk uji normalitas dan uji F untuk uji homogenitas. Uji hipotesis menggunakan *Independent sample t-test* pada  $\alpha=0,05$  didapatkan nilai signifikansi  $0,007 < 0,05$ . Hasil penelitian menunjukkan bahwa terdapat pengaruh penerapan model *Problem Based Learning* dipadu *Numbered Heads Together* dalam pembelajaran Biologi terhadap keterampilan berpikir kritis siswa pada materi Ekologi. Model PBL dipadu NHT dapat dijadikan alternatif model pembelajaran bagi guru untuk meningkatkan keterampilan berpikir kritis siswa.

**Kata kunci:** *berpikir kritis, numbered heads together, problem based learning*

## ABSTRACT

**ATY RIMADANA.** The Effect Of Problem Based Learning (PBL) Model Combined With Numbered Heads Together (NHT) in Biological Learning on Critical Thinking Skills of High School Students. Under supervised by EKA PUTRI AZRAI, RATNA DEWI WULANINGSIH

The level of critical thinking skills of students in Indonesia is still relatively low. One of the ways to improve students' critical thinking skills is by applying learning models that facilitate students' activities to think critically. This research aims to determine the effect of Problem Based Learning (PBL) model combined with Numbered Heads Together (NHT) in Biological learning on students' critical thinking skills in Ecology material. The research method used quasi experimental wih pretest-posttest non-equivalent control group design. Sample consisted of two classes, each class numbering 33 students selected by simple random sampling. The instrument was used critical thinking skills test in Ecology material. Data prerequisite test using Kolmogorov-Smirnov test for normality test and F test for homogeneity test. Hypothesis test using Independent Sample t-test at  $\alpha=0.05$  obtained a significance value  $0.007 < 0.05$ . The result showed that there was an effect of the application Problem Based Learning model combined with Numbered Heads Together in Biological learning on students' critical thinking skills in Ecology material. It is recommended that PBL model combined with NHT should be used as an alternative learning model for teachers to improve students' critical thinking skills.

**Keywords:** *critical thinking, numbered heads together, problem based learning*