

ABSTRAK

Suci, Antonynio. 2025. *Pengaruh Penggunaan Model Problem Based Learning Terhadap Kemampuan Berpikir Kritis Siswa Ditinjau Dari Adversity Quotient (AQ)*, Tesis. Program Pascasarjana Universitas Jambi, Pembimbing: (I) Prof. Dr. Drs. Kamid, M.Si., (II) Dr. Yantoro, M.Pd.

Kata Kunci: Problem Based Learning, Kemampuan berpikir kritis, *Adversity Quotient* (AQ)

Penelitian ini bertujuan untuk menguji pengaruh model pembelajaran *Problem Based Learning* (PBL) terhadap kemampuan berpikir kritis siswa kelas XII SMAN 3 Tanjung Jabung Timur yang ditinjau dari *Adversity Quotient* (AQ). Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis siswa khususnya di SMAN 3 Tanjung Jabung Timur, Berdasarkan hasil dari Rapor Pendidikan, serta pentingnya model pembelajaran yang mampu mengembangkan keterampilan tersebut. Penelitian ini menggunakan desain *quasi-experimental* dengan desain *posttest-only control group design*. Sampel penelitian terdiri dari 56 siswa yang terbagi dalam dua kelompok: kelompok kontrol yang menerima pembelajaran konvensional (28 siswa) dan kelompok eksperimen yang menerima pembelajaran PBL (28 siswa). Data dikumpulkan melalui nilai pretest, posttest (tes kemampuan berpikir kritis), dan kuesioner AQ. Analisis data dilakukan dengan uji-t independen dan korelasi Pearson menggunakan SPSS versi 27.

Hasil penelitian menunjukkan bahwa terdapat pengaruh signifikan model PBL terhadap peningkatan kemampuan berpikir kritis siswa (nilai $p = 0.002$; Cohen's $d = -0.852$). Kelompok eksperimen yang mengikuti pembelajaran PBL menunjukkan peningkatan kemampuan berpikir kritis yang lebih tinggi dibandingkan dengan kelompok kontrol. Temuan ini sejalan dengan prinsip konstruktivisme, yang menekankan peran aktif siswa dalam membangun pengetahuan mereka sendiri, serta dengan teori PBL yang menekankan pada pemecahan masalah dunia nyata untuk meningkatkan keterampilan berpikir tingkat tinggi. *Effect size* Cohen's d sebesar -0.852 mengindikasikan bahwa model PBL memberikan dampak yang berarti terhadap peningkatan kemampuan berpikir kritis siswa. Namun, tidak terdapat hubungan yang signifikan antara AQ dan kemampuan berpikir kritis siswa (nilai $r = -0.166$; $p = 0.221$). Ketidakadaan hubungan yang signifikan ini kemungkinan disebabkan oleh beberapa faktor, seperti karakteristik sampel yang mungkin kurang serius dalam mengisi angket AQ, perbedaan karakteristik sampel dengan penelitian sebelumnya, serta kondisi geografis lokasi penelitian. Dengan demikian, penelitian ini menyimpulkan bahwa model PBL efektif dalam meningkatkan kemampuan berpikir kritis siswa, meskipun AQ tidak secara langsung memoderasi pengaruh tersebut. Penelitian lebih lanjut diperlukan untuk menyelidiki faktor-faktor lain yang dapat memengaruhi hubungan antara AQ dan kemampuan berpikir kritis.

ABSTRACT

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Keywords: Problem Based Learning, Critical thinking skills, *Adversity Quotient* (AQ)

This study aimed to examine the effect of the *Problem Based Learning* (PBL) model on the critical thinking skills of class XII students at SMAN 3 Tanjung Jabung Timur, as viewed from their *Adversity Quotient* (AQ). This research is motivated by the low critical thinking skills of students, especially at SMAN 3 Tanjung Jabung Timur, based on the results of the Education Report, as well as the importance of learning models that are able to develop these skills., and the importance of a learning model that can develop these skills. This study employed a quasi-experimental design with a posttest-only control group design. The research sample consisted of 56 students, divided into two groups: a control group that received conventional learning (28 students) and an experimental group that received PBL (28 students). Data were collected through pretest scores, posttest scores (critical thinking skills test), and an AQ questionnaire. Data analysis was performed using independent samples t-tests and Pearson correlation, with SPSS version 27.

The results indicated a significant effect of the PBL model on enhancing students' critical thinking skills ($p\text{-value} = 0.002$; Cohen's $d = -0.852$). The experimental group, which followed PBL, demonstrated higher critical thinking skills compared to the control group. These findings align with the principles of constructivism, which emphasizes the active role of students in constructing their own knowledge, as well as the PBL theory, which emphasizes real-world problem-solving to improve higher-order thinking skills. A Cohen's d effect size of -0.852 indicates that the PBL model has a significant impact on improving students' critical thinking skills. However, there was no significant relationship between AQ and students' critical thinking skills ($r = -0.166$; $p\text{-value} = 0.221$). This lack of a significant relationship may be due to several factors, such as the characteristics of the sample, which may have been less serious in completing the AQ questionnaire, differences in sample characteristics compared to previous studies, and the geographical conditions of the research location. Therefore, this study concludes that the PBL model is effective in improving students' critical thinking skills, although AQ did not directly moderate this effect. Further research is needed to investigate other factors that may influence the relationship between AQ and critical thinking skills.