

ABSTRAK

Munsika : Pengaruh Model *Problem Based Learning* Berbantuan Game Ular Tangga Terhadap Kemampuan Berpikir Kritis Siswa. **Program Studi Pendidikan Fisika FKIP Universitas Malikussaleh, 2025.**

Penelitian ini bertujuan untuk mengetahui pengaruh model *problem based learning* berbantuan permainan game ular tangga terhadap kemampuan berpikir kritis siswa pada materi pemanasan global di SMA Negeri 4 Lhokseumawe.

Metode yang digunakan adalah kuantitatif dengan desain penelitian *Quasi Eksperimental*. Sampel penelitian terdiri dari dua kelas, yaitu kelas eksperimen (X-2) dan kelas kontrol (X-1), masing-masing berjumlah 17 siswa. Instrument penelitian berupa tes *pretest* dan *posttest* dalam bentuk pilihan ganda.

Hasil penelitian menunjukkan bahwa rata – rata nilai *posttest* kemampuan berpikir kritis siswa kelas eksperimen lebih tinggi yaitu 72,9 dibandingkan kelas kontrol 60,0. Uji hipotesis menghasilkan nilai signifikan 0,001 (Sig. < 0,05), yang berarti terdapat pengaruh signifikan dari penerapan model *problem based learning* berbantuan game ular tangga terhadap kemampuan berpikir kritis siswa. Dengan demikian, model pembelajaran ini efektif dalam meningkatkan kemampuan berpikir kritis siswa.

Kata Kunci : *Problem Based Learning*, Berpikir Kritis, Game Ular Tangga

ABSTRACT

Munsika: *The Effect of the Problem-Based Learning Model Assisted by the Snake and Ladder Game on Students' Critical Thinking Skills. Physics Education Study Program, Faculty of Teacher Training and Education, Malikussaleh University, 2025.*

This study aims to determine the effect of the problem-based learning (PBL) model assisted by the snake and ladder game on students' critical thinking skills in the topic of global warming at SMA Negeri 4 Lhokseumawe.

The research employed a quantitative method with a quasi-experimental design. The sample consisted of two classes, namely the experimental class (X-2) and the control class (X-1), each comprising 17 students. The research instruments were pretest and posttest in the form of multiple-choice questions.

The results showed that the average posttest score of the students' critical thinking skills in the experimental class was higher at 72.9 compared to the control class at 60.0. The hypothesis test yielded a significance value of 0.001 (Sig. < 0.05), indicating a significant effect of the problem-based learning model assisted by the snake and ladder game on students' critical thinking skills. Thus, this learning model is effective in enhancing students' critical thinking abilities.

Keywords: *Problem-Based Learning, Critical Thinking, Snake and Ladder Game*