

RINGKASAN

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis siswa dalam mata pelajaran Ekonomi di MAN 2 Banyumas serta kurangnya penggunaan media pembelajaran interaktif yang dapat memfasilitasi keterlibatan siswa secara aktif. Observasi awal menunjukkan bahwa pembelajaran masih bersifat konvensional dan berpusat pada guru, sehingga siswa cenderung pasif dan kurang terdorong untuk berpikir secara mendalam dan analitis. Oleh karena itu, penelitian ini bertujuan untuk menganalisis pengaruh model *Problem Based Learning* dan media *Mind Mapping* berbantuan Canva terhadap kemampuan berpikir kritis siswa dalam mata pelajaran Ekonomi.

Variabel dependen dalam penelitian ini adalah kemampuan berpikir kritis siswa, sedangkan variabel independennya adalah model pembelajaran *Problem Based Learning* dan media *Mind Mapping* berbantuan Canva. Teknik pengumpulan data dilakukan melalui pemberian tes berbentuk soal pilihan ganda, baik pretest maupun posttest, yang disebarkan menggunakan Google Form. Penelitian melibatkan dua kelas yang dipilih melalui *purposive sampling*, yaitu kelas X Olahraga sebagai kelas eksperimen dan kelas X Seni sebagai kelas kontrol, dengan total sampel 80 siswa dari populasi 193 siswa. Pengumpulan data dilakukan melalui tes *pretest* dan *posttest*, wawancara, serta dokumentasi, sedangkan analisis data menggunakan uji validitas, reliabilitas, normalitas, homogenitas, uji-t, dan *One-Way ANOVA* untuk mengetahui perbedaan antar kelompok.

Hasil penelitian menunjukkan bahwa: (1) Adanya perbedaan signifikan kemampuan berpikir kritis siswa yang menerapkan model *Problem Based learning* dibandingkan model pembelajaran konvensional; (2) Adanya perbedaan signifikan kemampuan berpikir kritis siswa antara pembelajaran dengan media *mind mapping* berbantuan Canva dibandingkan dengan media konvensional. Temuan ini mendukung pentingnya penggunaan model pembelajaran aktif dan media digital dalam pembelajaran abad ke-21.

Kata Kunci : Model pembelajaran *Problem Based learning* , *mind mapping*, Kemampuan Berpikir Kritis

SUMMARY

This study was motivated by the low level of students' critical thinking skills in Economics at MAN 2 Banyumas and the limited use of interactive learning media that facilitate active student engagement. Initial observations indicated that learning was still conventional and teacher-centered, causing students to be passive and less encouraged to think deeply and analytically. Therefore, this study aimed to analyze the effect of the Problem Based Learning model and Canva-assisted Mind Mapping media on students' critical thinking skills in Economics.

The dependent variable in this study was students' critical thinking skills, while the independent variables were the Problem Based Learning model and Canva-assisted Mind Mapping media. Data were collected through multiple-choice tests in the form of pretests and posttests distributed via Google Forms. The study involved two classes selected through purposive sampling: Class X Olahraga as the experimental class and Class X Seni as the control class, with a total sample of 80 students from a population of 193 students. Data collection techniques included pretest and posttest assessments, interviews, and documentation. Data analysis was conducted using validity, reliability, normality, and homogeneity tests, as well as t-tests and One-Way ANOVA to determine differences between groups.

The results showed that: (1) there was a significant difference in students' critical thinking skills between those who learned using the Problem Based Learning model and those who experienced conventional learning; and (2) there was a significant difference in students' critical thinking skills between learning using Canva-assisted mind mapping media and conventional media. These findings highlight the importance of active learning models and digital media in 21st-century education.

Keywords : Problem-Based Learning model, mind mapping, critical thinking skills.