

## ABSTRAK

Laila Rahmadani Ali Nasution. 2026. *Pengaruh Pendekatan Pembelajaran Mendalam dengan Model Pembelajaran Problem Based Learning Terhadap Kemampuan Berpikir Kritis Matematis Siswa SMP*. Skripsi. Tanjungpinang: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Mariyanti Elvi, S.Pd., M.Pd. Pembimbing II: Roma Doni Azmi, S.Pd.I, M.Ed.

**Kata Kunci: Pendekatan Pembelajaran Mendalam, PBL, Kemampuan Berpikir Kritis**

Kemampuan berpikir kritis matematis merupakan salah satu kompetensi yang perlu dikembangkan dalam pembelajaran matematika. Namun, kemampuan tersebut masih relatif rendah sehingga diperlukan pendekatan pembelajaran yang mampu melibatkan siswa secara aktif dalam proses pemecahan masalah. Penelitian ini bertujuan untuk menganalisis pengaruh pendekatan pembelajaran mendalam dengan model *Problem Based Learning* terhadap kemampuan berpikir kritis matematis siswa SMP pada materi persamaan garis lurus. Penelitian ini menggunakan metode *quasi experimental* dengan desain *nonequivalent control group design*. Sampel penelitian terdiri atas kelas VIII.5 dan VIII.6 yang dipilih melalui teknik *cluster random sampling*. Data dikumpulkan menggunakan tes kemampuan berpikir kritis matematis dan lembar observasi, kemudian dianalisis secara deskriptif dan inferensial. Hasil penelitian menunjukkan bahwa rata-rata posttest kelas eksperimen sebesar 61,25 lebih tinggi dibandingkan rata-rata posttest kelas kontrol sebesar 40,00. Hasil *independent sample t-test* menunjukkan nilai signifikansi sebesar 0,000 ( $<0,05$ ), sehingga kelas eksperimen yang diterapkan pendekatan pembelajaran mendalam dengan model *Problem Based Learning* lebih tinggi dibanding kelas kontrol.

## ABSTRACT

*Laila Rahmadani Ali Nasution. 2026. The Effect of the Deep Learning Approach Using the Problem-Based Learning Model on Junior High School Students' Mathematical Critical Thinking Skills. Undergraduate Thesis. Tanjungpinang: Mathematics Education Study Program, Faculty of Teacher Training and Education, Raja Ali Haji Maritime University. Supervisor I: Mariyanti Elvi, S.Pd., M.Pd. Supervisor II: Roma Doni Azmi, S.Pd.I., M.Ed.*

**Keywords: Deep Learning Approach, Problem-Based Learning, Mathematical Critical Thinking Skills**

Mathematical critical thinking skills were one of the competencies that needed to be developed in mathematics learning. However, these skills were still relatively low, making it necessary to implement a learning approach that actively engaged students in the problem-solving process. This study aimed to analyze the effect of the Deep Learning Approach using the Problem-Based Learning (PBL) model on junior high school students' mathematical critical thinking skills in the topic of linear equations. This study employed a quasi-experimental method with a nonequivalent control group design. The research sample consisted of Class VIII.5 and Class VIII.6, which were selected using the cluster random sampling technique. The data were collected using a mathematical critical thinking skills test and observation sheets and were analyzed using descriptive and inferential statistical techniques. The results showed that the mean posttest score of the experimental class was 61.25, which was higher than that of the control class, which was 40.00. The results of the independent samples t-test showed a significance value of 0.000 ( $< 0.05$ ), indicating that the mathematical critical thinking skills of students who were taught using the Deep Learning Approach with the Problem-Based Learning model were significantly higher than those of students who received conventional instruction.