

ABSTRAK

Pengaruh Model *Problem Based Learning* Terhadap Kemampuan Berpikir Kritis Siswa Kelas IV Sekolah Dasar

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan berpikir kritis siswa melalui *Problem Based Learning* di kelas IV SDN Sukaharja I. Desain pada penelitian ini menggunakan *one group pretest and posttest design*. Populasi dalam penelitian ini adalah seluruh siswa SDN Sukaharja I yang terdiri dari 6 kelas yang berjumlah 184 siswa, sedangkan sampel dalam penelitian ini adalah kelas siswa IV yang berjumlah 27 siswa. Data kemampuan berpikir kritis siswa dianalisis menggunakan rumus uji statistik t-tes pada taraf presentase. Hasil analisis data menunjukkan bahwa model *Problem Based Learning* sangat berpengaruh terhadap kemampuan berpikir kritis siswa pada mata pelajaran IPS materi sumber daya dan pemanfaatannya mengalami peningkatan dengan nilai *pretest* 55,37 dan hasil *posttest* 85,56. Pada perhitungan t-test didapatkan nilai sig sebesar 0,000 yang artinya nilai 0,000 lebih kecil dari 0,05 dengan demikian menunjukkan bahwa hipotesis H_a diterima. Berdasarkan penelitian ini maka dapat disimpulkan bahwa terdapat pengaruh model *Problem Based Learning* terhadap peningkatan kemampuan berpikir siswa.

Kata Kunci : *Model Problem Based Learning, Berpikir Kritis, IPS*

ABSTRACT

The Effect of Problem Based Learning Model on Critical Thinking Ability of fourth Grade Elementary School Class Students

This study aims to determine the improvement of students' critical thinking skills through Problem Based Learning in class IV SDN Sukaharja I. The design in this study used a one group pretest and posttest design. The population in this study were all students of SDN Sukaharja I which consisted of 6 classes totaling 184 students, while the sample in this study was class IV students, totaling 27 students. Data on students' critical thinking skills were analyzed using the t-test statistical test formula at the percentage level. The results of data analysis showed that the Problem Based Learning model greatly influenced students' critical thinking skills in social science subjects and resource material utilization had increased with a pretest score of 55.37 and posttest results of 85.56. In the t-test calculation, a sig value of 0.000 was obtained, which means that the value of 0.000 is smaller than 0.05, thus indicating that the H_a hypothesis is accepted. Based on this research, it can be concluded that there is an effect of the Problem Based Learning model on increasing students' thinking skills.

KARAWANG

Keywords: Problem Based Learning Model, Critical Thinking, Social Sciences