

**PENGEMBANGAN MODEL PEMBELAJARAN BERBASIS MASALAH
BERMUATAN MULTIKULTUR UNTUK MENINGKATKAN SIKAP
SOSIAL DAN KETERAMPILAN BERPIKIR KRITIS SISWA KELAS IV
SD DALAM RANGKA IMPLEMENTASI KURIKULUM 2013
DI KABUPATEN BULELENG**

DIMAS QONDIAS

ABSTRAK

Penelitian ini bertujuan untuk menghasilkan model pembelajaran berbasis masalah bermuatan multikultur serta mengukur efektivitas model pembelajaran berbasis masalah bermuatan multikultur yang valid, praktis dan efektif dalam menguatkan sikap sosial dan keterampilan berpikir kritis. Metode pengembangan menggunakan model ADDIE dengan melibatkan lima pakar dalam validasinya. Pengujian validitas melibatkan 5 pakar, pengujian kepraktisan melibatkan tiga guru dan 88 siswa. Pengujian efektivitas model pembelajaran berbasis masalah bermuatan multikultur melibatkan 158 siswa kelas IV SD Kabupaten Buleleng. Teknik analisis validitas menggunakan metode Lawshe dengan besaran nilai validitas menggunakan CVR. Analisis kepraktisan dilakukan dengan melihat respon guru dan siswa sebagai pengguna. Efektivitas model dianalisis dengan analisis multivariat (Manova) dan di transformasikan dalam *effect size* (ES) untuk menentukan efektivitas model terhadap sikap sosial dan keterampilan berpikir kritis. Hasil penelitian menunjukkan bahwa model pembelajaran berbasis masalah bermuatan multikultur dinyatakan layak untuk diterapkan. Respon guru menyatakan sangat baik, respon siswa menyatakan baik. Model pembelajaran berbasis masalah bermuatan multikultur efektif meningkatkan sikap sosial dan keterampilan berpikir kritis. Mengacu pada hasil tersebut direkomendasikan untuk menerapkan model pembelajaran berbasis masalah bermuatan multikultur untuk meningkatkan sikap sosial dan keterampilan berpikir kritis.

Kata-kata Kunci: Model Pembelajaran Berbasis Masalah Bermuatan Multikultur, Sikap Sosial, Keterampilan Berpikir Kritis.

**DEVELOPING MULTICULTURAL PROBLEM-BASED LEARNING
MODELS TO IMPROVE SOCIAL ATTITUDES AND CRITICAL THINKING
SKILLS IN CLASS IV SD STUDENTS IN THE FRAMEWORK OF
IMPLEMENTATION OF THE 2013 CURRICULUM
IN BULELENG DISTRICT**

DIMAS QONDIAS

ABSTRACT

This study aims to produce a multicultural problem-based learning model and measure the effectiveness of a multicultural problem-based learning model that is valid, practical and effective in strengthening social attitudes and improving critical thinking skills. The development uses the ADDIE model by involving five experts in its validation. The validity test involved 5 experts, while the practicality test involved 3 teachers and 88 students. Determining the effectiveness of the multicultural problem-based learning model involved 158 fourth grade elementary school students in Buleleng Regency. The validity analysis technique employs the Lawshe method with the value of the validity is calculated using CVR. Practical analysis is done by looking at the responses of teachers and students as users. The effectiveness of the model was analyzed by multivariate analysis (Manova) and transformed into effect size (ES) to determine the effectiveness of the model on social attitudes and critical thinking skills. The results showed that the problem-based learning model with multicultural content was categorized feasible to be applied. The teacher's response revealed it was very good, the student's response showed that it was good. Thus, it can be concluded that problem-based learning model with multicultural content is effective in improving social attitudes and critical thinking skills. Referring to these results, it is recommended to apply a multicultural problem-based learning model to improve social attitudes and critical thinking skills.

Keywords: *Problem-Based Learning Model with Multicultural Content, Social Attitudes, Critical Thinking Skills.*