

## ABSTRAK

**Supriana, I Kadek** (2022), “*Pengaruh Model Pembelajaran Problem Based Learning Terhadap Kemampuan Berpikir Kritis dan Hasil Belajar IPA Siswa Kelas V SD Gugus I Tampaksiring*”. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata-kata kunci: Problem Based Learning, berpikir kritis, hasil belajar IPA*

Penelitian ini bertujuan untuk mengetahui besarnya pengaruh model pembelajaran *Problem Based Learning* terhadap kemampuan berpikir kritis dan hasil belajar IPA siswa kelas V SD Gugus I Tampaksiring, Kabupaten Gianyar. Jenis penelitian yang dilaksanakan dalam penelitian ini adalah penelitian eksperimen semu (*Quasi Eksperimen*) dengan rancangan penelitian *Posttest-Only Control Group Design*. Populasi penelitian ini adalah seluruh siswa Kelas V SD Gugus I Tampaksiring, Kabupaten Gianyar, yang terdiri dari 174 orang siswa. Sebanyak orang 62 siswa dipilih sebagai sampel yang ditentukan dengan teknik *random sampling*. Data dianalisis dengan menggunakan analisis Manova berbantuan program *IBM SPSS Statistic 26.00 for Windows*. Hasil Penelitian menunjukkan bahwa: *Pertama*, terdapat perbedaan kemampuan berpikir kritis antara siswa yang mengikuti model pembelajaran *Problem Based Learning* dengan siswa yang mengikuti pembelajaran konvensional kelas V SD Gugus I Tampaksiring. *Kedua*, terdapat perbedaan hasil belajar IPA antara siswa yang mengikuti model pembelajaran *Problem Based Learning* dengan siswa yang mengikuti pembelajaran konvensional kelas V SD Gugus I Tampaksiring. *Ketiga*, terdapat perbedaan kemampuan berpikir kritis dan hasil belajar IPA secara simultan antara siswa yang mengikuti model pembelajaran *Problem Based Learning* dengan siswa yang mengikuti pembelajaran konvensional kelas V SD Gugus I Tampaksiring. *Keempat*, berdasarkan uji LSD dengan taraf signifikan 5% terdapat perbedaan yang signifikan lebih besar rata-rata kemampuan berpikir kritis dan hasil belajar IPA kelas eksperimen dibandingkan kelas kontrol, yaitu dengan perbedaan rata-rata sebesar 12,03 pada kemampuan berpikir kritis siswa dan 18,24 pada hasil belajar IPA siswa.

## **ABSTRACT**

**Supriana, I Kadek** (2022), *“The Influence of Problem Based Learning Model on Critical Thinking Ability and Science Learning Outcomes in Class V Elementary School of Cluster I Tampaksiring”*. Thesis, Elementary Education, Graduate Program, Ganesha University of Education.

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*Keywords: Problem Based Learning, critical thinking, science learning outcomes.*

*This study aims to determine the magnitude of the influence of the Problem Based Learning (PBL) model on critical thinking skills and science learning outcomes for fifth graders of cluster I elementary school in Tampaksiring. The type of research is a quasiexperimental research, with a posttest-only control group design. The population of this study were all fifth graders of cluster I elementary school in Tampaksiring, Gianyar Regency, which consisted of 174 students. A total of 62 students were selected as samples determined by random sampling technique. The data collection technique was carried out using the test method, namely, critical thinking ability data obtained by essay tests and science learning outcomes data obtained by objective tests. The instruments used to collect data were tested first and then tested for validity and reliability. The data were analyzed using Manova analysis assisted by the IBM SPSS Statistics 26.00 for Windows program. The results showed that: First, there are differences in critical thinking skills between students who follow the Problem Based Learning model and students who follow conventional learning. Second, there are differences in science learning outcomes between students who follow the Problem Based Learning model and students who follow conventional learning. Third, there are differences in critical thinking skills and science learning outcomes simultaneously between students who follow the Problem Based Learning model and students who take conventional learning in fifth graders of cluster I elementary school in Tampaksiring. Fourth, based on the LSD test with a significant level of 5% there is a significantly greater difference in the average critical thinking ability and science learning outcomes in the experimental class compared to the control class, with an average difference of 12.03 in students' critical thinking skills and 18, 24 on students' science learning outcomes.*