

**PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN
TUTOR SEBAYA TERHADAP KEMAMPUAN BERPIKIR KRITIS
MATEMATIKA KELAS IV SD GUGUS IV KECAMATAN BULELENG
TAHUN PELAJARAN 2022/2023**

Oleh

Elsa Natalia Ximenes , NIM 1911031092

Program Studi Pendidikan Guru Sekolah Dasar

ABSTRAK

Penelitian bertujuan melihat pengaruh yang signifikan model *Problem Based Learning* berbantuan *Tutor Sebaya* terhadap Kemampuan Berpikir Kritis Matematika kelas IV Sekolah Dasar Gugus IV Kecamatan Buleleng. Jenis penelitian ini berjenis eksperimen semu (*quasi – experimental*) dengan rancangan *nonequivalent posttest only control group design*. Populasi penelitian ini adalah sepuluh (10) rombel kelas IV sekolah dasar di Gugus IV Kecamatan Buleleng Tahun Ajaran 2022/2023. Penentuan sampel menggunakan teknik *random sampling*. Kelompok eksperimen adalah kelas IVB SD Negeri 1 Banyuasri dan kelompok kontrol adalah Kelas IV SD Negeri 3 Banyuasri. Pengumpulan data kemampuan berpikir kritis Matematika menggunakan metode tes uraian sebanyak 6 soal yang telah melalui uji coba instrumen. Analisis data dilakukan secara deskriptif dan inferensial. Rata – rata skor *posttest* kelompok eksperimen senilai 90,20 dan rata – rata skor *posttest* kelompok kontrol senilai 52,94. Sehingga, rata – rata skor *posttest* kelompok eksperimen lebih besar dari kelompok kontrol. Pengujian hipotesis dilakukan dengan uji-*t* berbantuan *IBM Statistics SPSS 20.0 for Windows* dengan taraf signifikansi 0,05. Hasil analisis diperoleh *sig. (2-tailed)* senilai 0,000 lebih kecil dari 0,05 yang berarti terdapat perbedaan rata – rata kelompok eksperimen dengan kelompok kontrol, sehingga h_0 ditolak dan h_1 diterima. Dapat disimpulkan bahwa terdapat pengaruh yang signifikan model *Problem Based Learning* berbantuan *tutor sebaya* terhadap kemampuan berpikir kritis Matematika siswa kelas IV Sekolah Dasar Gugus IV Kecamatan Buleleng.

Kata kunci: *Problem Based Learning* , *tutor sebaya*, *Matematika*

**THE EFFECT OF THE PEER TUTOR ASSISTED PROBLEM-BASED
LEARNING MODEL ON MATHEMATICS CRITICAL THINKING ABILITY
IN CLASS IV SD CULTURE IV BULELENG DISTRICT IN ACADEMIC
YEAR 2022/2023**

By

Elsa Natalia Ximenes , NIM 1911031092

Elementary School Teacher Education Study Program

ABSTRACT

The aim of this study was to see the significant effect of the Peer Tutor-assisted Problem Based Learning model on the Ability to Think Critical Mathematics in Grade IV Elementary School Gugus IV, Buleleng District. This type of research is quasi-experimental with a nonequivalent posttest only control group design. The population of this study was ten (10) class IV groups of elementary schools in Cluster IV, Buleleng District, Academic Year 2022/2023. Determination of the sample using random sampling technique. The experimental group was class IVB at SD Negeri 1 Banyuasri and the control group was class IV at SD Negeri 3 Banyuasri. Collecting data on critical thinking skills in Mathematics uses a description test method of 6 questions that have been through instrument trials. Data analysis was carried out descriptively and inferentially. The average posttest score for the experimental group was 90.20 and the average posttest score for the control group was 52.94. So, the average posttest score of the experimental group is greater than the control group. Hypothesis testing was carried out with the help of IBM Statistics SPSS 20.0 for Windows-assisted t-test with a significance level of 0.05. The results of the analysis obtained sig. (2-tailed) value of 0.000 is less than 0.05, which means that there is a difference in the average of the experimental group and the control group, so that h_0 is rejected and h_1 is accepted. It can be concluded that there is a significant effect of the Problem Based Learning model assisted by peer tutors on the critical thinking skills of Mathematics of fourth graders of Elementary School Gugus IV, Buleleng District.

Keywords: Problem Based Learning, peer tutors, Mathematics