

**PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN
MIND MAPPING TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN
KREATIVITAS SISWA PADA MATA PELAJARAN IPA KELAS V SD
GUGUS IV KECAMATAN ABANG KABUPATEN
KARANGASEM TAHUN PELAJARAN
2022/2023**

Oleh

Ni Wayan Devi Krisnayanti, NIM 1911031313

Jurusan Pendidikan Dasar

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* berbantuan *Mind Mapping* terhadap kemampuan berpikir kritis dan kreativitas siswa pada mata pelajaran IPA kelas V. Penelitian ini merupakan penelitian eksperimen semu (*quasi experiment*) dengan desain *nonequivalent posttest only control group*. Jumlah populasi pada penelitian ini adalah seluruh siswa kelas V SD di Gugus IV Kecamatan Abang terdiri atas 7 kelas dan berjumlah 145 orang. Uji kesetaraan populasi dilakukan dengan menggunakan ANAVA A. Selanjutnya ditentukan sampel dengan teknik *cluster random sampling*. Data hasil kemampuan berpikir kritis siswa dikumpulkan menggunakan tes uraian dan data kreativitas siswa dikumpulkan menggunakan lembar unjuk kerja. Data dianalisis dengan statistik deskriptif dan Manova. Hasil penelitian menunjukkan bahwa: 1) terdapat pengaruh model *Problem Based Learning* berbantuan *Mind Mapping* terhadap kemampuan berpikir kritis siswa dengan nilai signifikansi $0,000 < 0,05$, 2) terdapat pengaruh model *Problem Based Learning* berbantuan *Mind Mapping* terhadap kreativitas siswa dengan nilai signifikansi $0,000 < 0,05$, 3) terdapat pengaruh secara simultan model *Problem Based Learning* berbantuan *Mind Mapping* terhadap kemampuan berpikir kritis dan kreativitas dengan nilai signifikansi $0,000 < 0,05$. Berdasarkan temuan tersebut, dapat disimpulkan bahwa model pembelajaran *Problem Based Learning* berbantuan *Mind Mapping* berpengaruh terhadap kemampuan berpikir kritis dan kreativitas siswa pada mata pelajaran IPA kelas V SD.

Kata-Kata Kunci : Model *Problem Based Learning*, *Mind Mapping*, Kemampuan Berpikir Kritis, Kreativitas Siswa, Muatan IPA.

ABSTRACT

This study aims to determine the effect of the Mind Mapping-assisted Problem Based Learning model on students' critical thinking skills and creativity in science class V. This research was a quasi-experimental study with a nonequivalent posttest only control group design. The population in this study were all fifth grade elementary school students in Cluster IV, Abang District, consisting of 7 classes and a total of 145 people. The population equality test was carried out using ANOVA A. Then the sample was determined using the cluster random sampling technique. Data on the results of students' critical thinking skills were collected using descriptive tests and data on students' creativity were collected using performance sheets. Data were analyzed with descriptive statistics and Manova. The results showed that: 1) there was an influence of the Mind Mapping-assisted Problem Based Learning model on students' critical thinking skills with a significance value of $0.000 < 0.05$, 2) there was an influence of the Mind Mapping-assisted Problem Based Learning model on student creativity with a significance value of $0.000 < 0.05$, 3) there is a simultaneous influence of the Problem Based Learning model assisted by Mind Mapping on critical thinking skills and creativity with a significance value of $0.000 < 0.05$. Based on these findings, it can be concluded that the Problem Based Learning model assisted by Mind Mapping has an effect on students' critical thinking skills and creativity in science subjects in class V SD.

Keywords: Problem Based Learning Model, Mind Mapping, Critical Thinking Ability, Student Creativity, Science Content.

