

## ABSTRAK

**Mudana, I Ketut** (2023), *Pengaruh Model Pembelajaran Think Pair Share Difasilitasi Peta Konsep Terhadap Peningkatan Kemampuan Berpikir Kritis IPA Kelas V Gugus IV Kecamatan Kubu Ditinjau Dari Motivasi Belajar Siswa.*

Tesis. Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I : Prof. Dr. Ketut Suma, M.S. dan Pembimbing II: Prof. Dr. I Wayan Widiana, S.Pd., M.Pd.

*Kata- kata kunci* : *Think pair share* difasilitasi peta konsep, peningkatan kemampuan berpikir kritis IPA, motivasi belajar siswa.

Penelitian ini bertujuan untuk mengetahui dan menganalisis pengaruh model pembelajaran *Think Pair Share* difasilitasi peta konsep terhadap peningkatan kemampuan berpikir kritis IPA ditinjau dari motivasi belajar siswa. Penelitian ini dilaksanakan di Kelas V Gugus IV Kecamatan Kubu dengan menggunakan rancangan *Pretest – posttest control group design*. Sampel penelitian berjumlah 96 orang yang dipilih dengan menggunakan teknik *Random Sampling*. Data yang diperoleh diolah dengan menggunakan analisis varians (ANAVA) dua jalur melalui uji F dan dilanjutkan dengan uji Tukey. Hasil penelitian menunjukkan bahwa: *Pertama*, peningkatan kemampuan berpikir kritis IPA siswa yang mengikuti pembelajaran *Think Pair Share* difasilitasi peta konsep lebih tinggi daripada peningkatan kemampuan berpikir kritis IPA siswa yang mengikuti pembelajaran konvensional ( $F_{hitung} = 4,052 > F_{tabel} = 3,96$ ,  $p < 0,05$ ). *Kedua*, ada pengaruh interaksi antara model pembelajaran yang digunakan dan motivasi belajar siswa terhadap peningkatan kemampuan berpikir kritis IPA ( $F_{hitung} = 24,324 > F_{tabel} = 3,96$ ,  $p < 0,05$ ). *Ketiga*, kelompok siswa yang memiliki motivasi belajar tinggi, peningkatan kemampuan berpikir kritis IPA siswa yang mengikuti pembelajaran dengan model pembelajaran *Think Pair Share* difasilitasi peta konsep lebih tinggi bila dibandingkan dengan peningkatan kemampuan berpikir kritis IPA siswa yang mengikuti model pembelajaran konvensional ( $F_{hitung} = 24,749 > F_{tabel} = 4,10$ ,  $p < 0,05$ );  $Q_{hitung} = 9,703 > Q_{tabel} = 2,89$ . *Keempat*, kelompok siswa yang memiliki motivasi belajar rendah, peningkatan kemampuan berpikir kritis IPA siswa yang mengikuti pembelajaran dengan model pembelajaran *Think Pair Share* difasilitasi peta konsep lebih rendah bila dibandingkan dengan peningkatan kemampuan berpikir kritis IPA siswa yang mengikuti model pembelajaran konvensional ( $F_{hitung} = 4,154 > F_{tabel} = 4,10$ ,  $p < 0,05$ );  $Q_{hitung} = -3,967 > Q_{tabel} = -2,89$ .

## ABSTRACT

Mudana, I Ketut (2023), The Influence of the Think Pair Share Learning Model Facilitated by Concept Maps on Improving Critical Thinking Skills in Science Class V Cluster IV, Kubu District in View of Student Learning Motivation. Thesis. Elementary Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by Supervisor I : Prof. Dr. Ketut Suma, M.S. and Supervisor II: Prof. Dr. I Wayan Widianana, S.Pd., M.Pd.

Key words: Think pair share facilitated by concept maps, increased science critical thinking skills, student motivation.

This study aims to determine and analyze the effect of the Think Pair Share learning model facilitated by concept maps on improving critical thinking skills in science in terms of students' learning motivation. This research was conducted in Class V Cluster IV, Kubu District using a pretest – posttest control group design. The research sample consisted of 96 people who were selected using the Random Sampling technique. The data obtained was processed using a two-way analysis of variance (ANOVA) through the F test and followed by the Tukey test. The results showed that: First, the improvement of students' critical thinking skills in science who participated in Think Pair Share learning facilitated by concept maps was higher than the improvement in critical thinking skills in science students who participated in conventional learning ( $F_{count} = 4.052 > F_{table} = 3.96$ ,  $p < 0, 05$ ). Second, there is an interaction effect between the learning model used and students' motivation to improve critical thinking skills in science ( $F_{count} = 24.324 > F_{table} = 3.96$ ,  $p < 0.05$ ). Third, the group of students who have high learning motivation, the increase in critical thinking skills in science students who take part in learning using the Think Pair Share learning model is facilitated by concept maps is higher when compared to the improvement in critical thinking skills in science students who follow conventional learning models ( $F_{count} = 24.749 > F_{table} = 4.10$ ,  $p < 0.05$ );  $Q_{count} = 9.703 > Q_{table} = 2.89$ . Fourth, the group of students who have low learning motivation, the improvement of students' critical thinking skills in science who take part in learning using the Think Pair Share learning model facilitated by concept maps is lower when compared to the improvement in critical thinking skills in science students who follow the conventional learning model ( $F_{count} = 4.154 > F_{table} = 4.10$ ,  $p < 0.05$ );  $Q_{count} = -3.967 > Q_{table} = -2.89$ .