

**PENGARUH MODEL PEMBELAJARAN *PROBLEM SOLVING*
BERBANTUAN PERMAINAN *MINO CARD* TERHADAP BERPIKIR
KRITIS PADA PEMBELAJARAN MATEMATIKA SISWA KELAS IV
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ABSTRAK

Model belajar yang kurang mempunyai variasi mengakibatkan kondisi belajar menjadi pasive dikarenakan lebih sering memakai pendekatan saintifik. Kemudian sarana serta pra sarana yang ada disekolah belum termanfaatkan secara tepat dengan demikian mengakibatkan belajar yang kurang kondusive serta murid kurang mendapat dorongan pada kegiatan belajar. Tujuan melalui riset ini ialah guna mencari tahu ketidaksamaan yang signifikan kemampuan berpikir kritis matematika antar kelompok dengan model belajar problem solving melalui bantuan permainan mino card dan kelompok dengan model konvensional untuk murid kelas IV SD. Jenis riset yang dipakai ialah quasi eksperimen dengan design riset yakni non equivalent control group design dan metode yang dipakai ialah tes. Populasinya melalui riset ini berjumlah 240 dari 7 sekolah dasar. Hasil riset ini menunjukkan uji-t diperoleh $t_{hitung} = 4,062$ namun skor t_{tabel} dalam tingkat signifikansi 5% menyatakan skor t_{tabel} sebesar= 2,000. Perolehan hasil analisa $t_{hitung} = 4,062 > t_{tabel} = 2,000$ sehingga H_0 mengalami penolakan. Bisa ditarik simpulan bahwasannya ada ketidaksamaan yang signifikan kemampuan berpikir matematika diantara kelompok dengan model problem solving dengan yang diajarkan melalui konvensional dikelas IV SD. Implikasinya melalui riset ini yakni model problem solving dengan bantuan permainan *mino card* baik diterapkan dalam proses pembelajaran dan juga berpengaruh terhadap keahlian pemikiran kritis matematika murid kelas IV SD.

Kata Kunci: problem solving, mino card, pemikiran kritis

ABSTRACT

Learning models that are less varied cause the learning atmosphere to be passive because it more often uses a scientific approach. In addition, the facilities and infrastructure contained in schools have not been utilized properly so that it can also cause learning to be less conducive and students less motivated in learning. This study intended to determine the significant difference in mathematical critical thinking skills between groups learned through problem solving learning models assisted by mino card games with conventional groups in grade IV elementary school students. The sort of investigate utilized is quasi-experimental with a investigate plan, to be specific nonequivalent control gather plan and the strategy utilized may be a test. The populace in this ponder summed to 240 from 7 basic schools. The comes about of this ponder appeared that the t-test gotten tcount = 4.062 whereas the ttable esteem at the importance level of 5% appeared a ttable esteem of = 2.000. The comes about of the examination tcalculate = 4.062 > ttable = 2.000 at that point Ho is rejected. It could be concluded that there's a noteworthy distinction in numerical considering aptitudes between the gather learned utilizing the issue tackling demonstrate and the bunch instructed with customary learning in review IV rudimentary school. The implication of this research is that the problem solving model assisted by the mino card game is both applied in the learning process and also affects the critical thinking ability of mathematics of grade IV elementary school students.

Keywords: problem solving, mino card, critical thinking

