

PENGARUH MODEL PEMBELAJARAN PBL (*PROBLEM BASED LEARNING*) BERBANTUAN *MIND MAPPING* TERHADAP KETERAMPILAN BERPIKIR KRITIS PADA MATA PELAJARAN IPAS SISWA KELAS IV SD GUGUS II KECAMATAN BULELENG

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ABSTRAK

Keterampilan berpikir kritis sangat penting di abad 21, namun kurangnya inovasi pembelajaran menyebabkan sulitnya terbentuk keterampilan berpikir kritis siswa. Tujuan penelitian ini ialah melakukan peningkatan keterampilan berpikir kritis siswa kelas IV melalui model pembelajaran PBL (*Problem Based Learning*) dengan bantuan *mind mapping*. Penelitian ini berjenis eksperimen dengan desain *posttest only control group design*. Data dianalisis menggunakan analisis *independent t-test* untuk menarik kesimpulan dilengkapi dengan analisis deskriptif serta analisis uji prasyarat melalui uji normalitas varians dan homogenitas. Berdasarkan pada analisis data, didapatkan bahwa $t_{hitung} > t_{tabel}$ ($10,638 > 1,677$) selain itu juga diperoleh nilai signifikansi $< 0,05$ ($0,000 < 0,05$), sehingga diperoleh bahwa H_0 ditolak dan H_1 diterima. Yang mana, bisa dilakukan penarikan simpulan bahwasanya ada pengaruh secara signifikan dalam meningkatkan keterampilan berpikir kritis antara kelompok yang menggunakan model pembelajaran PBL (*Problem Based Learning*) dengan bantuan *mind mapping* dan kelompok yang memakai metode pembelajaran konvensional pada mata pelajaran IPAS siswa kelas IV SD. Kemudian, dari hasil uji *effect size* didapati hasil sebesar 1,52 dengan kriteria efektivitas tinggi. Dengan demikian dapat disimpulkan kemurnian efektivitas tergolong tinggi. Jadi, model pembelajaran PBL (*Problem Based Learning*) berbantuan *mind mapping* memiliki pengaruh yang tinggi pada keterampilan berpikir kritis.

Kata-kata kunci: PBL, *mind mapping*, berpikir kritis

ABSTRACT

Critical thinking skills are very important in the 21st century, but the lack of learning innovation makes it difficult to develop students' critical thinking skills. The aim of this research is to improve the critical thinking skills of class IV students through the PBL (Problem Based Learning) learning model with the help of mind mapping. This research is an experimental type with a posttest only control group design. Data were analyzed using independent t-test analysis to draw conclusions, complemented by descriptive analysis and prerequisite test analysis through normality of variance and homogeneity tests. Based on data analysis, it was found that $t \text{ count} > t \text{ table}$ ($10.638 > 1.677$) apart from that, a significance value of < 0.05 ($0.000 < 0.05$) was also obtained, so it was found that H_0 was rejected and H_1 was accepted. From this, a conclusion can be drawn that there is a significant influence in improving critical thinking skills between the group that uses the PBL (Problem Based Learning) learning model with the help of mind mapping and the group that uses conventional learning methods in science and science subjects for fourth grade elementary school students. Then, from the results of the effect size test, it was found that the result was 1.52 with the criteria for high effectiveness. Thus it can be concluded that the purity of effectiveness is relatively high. So, the PBL (Problem Based Learning) learning model assisted by mind mapping has a high influence on critical thinking skills.

Key words: PBL, mind mapping, critical thinking

