

ABSTRAK

Muliarsa, I Kadek (2024), Pengaruh *Problem Based Learning* Bermuatan Kearifan Lokal terhadap Kemampuan Berpikir Kritis dan Kreatif Siswa SMP. Tesis, Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: model *problem based learning*, kearifan lokal, kemampuan berpikir kritis dan kreatif.

Penelitian ini bertujuan untuk menganalisis pengaruh model *problem based learning* bermuatan kearifan lokal terhadap kemampuan berpikir kritis dan kemampuan berpikir kreatif siswa. Untuk mencapai tujuan tersebut dilakukan penelitian eksperimen dengan mengambil desain *nonequivalent pretest-posttest group design*. Penelitian ini melibatkan 78 siswa yang terdistribusi dalam dua kelas, yaitu kelas VIII A dan VIII B. Kelas VIII A memperoleh perlakuan model PBL bermuatan kearifan lokal, sedangkan kelas VIII B memperoleh perlakuan model PBL. Variabel bebas dalam penelitian ini adalah model *problem based learning* bermuatan kearifan lokal dan model *problem based learning*. Variabel terikat dalam penelitian ini adalah kemampuan berpikir kritis dan kemampuan berpikir kreatif. Variabel kovariat dalam penelitian ini adalah kemampuan awal siswa. Pengumpulan data menggunakan tes kemampuan berpikir kritis dan tes kemampuan berpikir kreatif. Instrumen yang digunakan memiliki validitas isi tinggi dan reliabilitas tes yang tinggi. Data yang dikumpulkan berupa data *pretest* dan *posttest*. Data yang terkumpul dianalisis secara deskriptif dan analisis varian untuk menjawab hipotesis. Pengujian hipotesis menggunakan MANCOVA dengan bantuan *SPSS 25.0 for Windows*. Hasil penelitian menunjukkan bahwa: 1) terdapat perbedaan kemampuan berpikir kritis dan kreatif secara simultan antara kelompok siswa yang menggunakan model *problem based learning* bermuatan kearifan lokal dengan kelompok siswa yang menggunakan model *problem based learning* dengan signifikansi kurang dari 0,05; 2) terdapat perbedaan kemampuan berpikir kritis antara kelompok siswa yang menggunakan model *problem based learning* bermuatan kearifan lokal dengan kelompok siswa yang menggunakan model *problem based learning*. Rata-rata kemampuan berpikir kritis kelompok PBL bermuatan kearifan lokal 32,77 dengan kategori sangat baik, sedangkan kelompok model PBL memiliki rata-rata 26,13 dengan kategori baik; dan 3) terdapat perbedaan kemampuan berpikir kreatif antara kelompok siswa yang menggunakan model *problem based learning* bermuatan kearifan lokal dengan kelompok siswa yang menggunakan model *problem based learning*. Rata-rata kemampuan berpikir kreatif kelompok PBL bermuatan kearifan lokal 34,44 dengan kategori sangat baik, sedangkan kelompok model PBL memiliki rata-rata 27,79 dengan kategori cukup baik. Merujuk pada hasil penelitian, bahwa kemampuan berpikir kritis dan kreatif siswa pada kelompok eksperimen lebih baik dibandingkan dengan kelompok kontrol.

ABSTRACT

Muliarsa, I Kadek (2024), *The Influence of Local Wisdom-Infused Problem Based Learning on Junior High School Students' Critical and Creative Thinking Abilities*. Thesis, Science Education, Graduate Program, Ganesha University of Education.

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Keywords: problem-based learning model, local wisdom, critical thinking ability, creative thinking ability.

This research aimed to analyze the influence of local wisdom-infused Problem-Based Learning model on students' critical thinking and creative thinking abilities. To achieve this objective, an experimental research with a nonequivalent pretest-posttest group design was conducted. The study involved 78 students distributed into two classes, namely VIII A and VIII B. Class VIII A received treatment using the local wisdom-infused PBL model, while class VIII B received treatment using the regular PBL model. The independent variables in this study were the local wisdom-infused Problem-Based Learning model and the regular Problem Based Learning model. The dependent variables were critical thinking ability and creative thinking ability. The covariate variable in this study was students' initial ability. Data collection utilized tests for critical thinking and creative thinking abilities. The instruments used in collecting the data demonstrated high content validity and reliability. Data collected included pretest and posttest data. Descriptive analysis and analysis of variance were conducted to address the hypotheses. Hypothesis testing utilized MANCOVA with the help of SPSS 25.0 for Windows. The research findings indicate that: 1) there were simultaneous differences in critical and creative thinking abilities between the group of students using the local wisdom-infused problem-based learning model and the group using the regular problem-based learning model which a significance of less than 0.05; 2) there was a difference in critical thinking ability between the group of students using the local wisdom-infused problem-based learning model and the group using the regular problem-based learning model. The average critical thinking ability of the PBL group containing local wisdom is 32.77 in the very good category, while the PBL model group has an average of 26.13 in the good category; and 3) there was a difference in creative thinking ability between the group of students using the local wisdom-infused problem-based learning model and the group using the regular problem-based learning model. The average creative thinking ability of the PBL group containing local wisdom was 34.44 in the very good category, while the PBL model group had an average of 27.79 in the quite good category. Referring to the research results, the critical and creative thinking abilities of students in the experimental group were better than those in the control group.