

ABSTRAK

Donny Pradana Subarjo, Michael (2025), Pengaruh Model Pembelajaran Problem Based Learning Berbantuan Media Audio Visual Terhadap Kemampuan Berpikir Kritis Dan Hasil Belajar IPA Siswa Kelas IV SD Gugus II Kecamatan Gianyar. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: problem based learning, kemampuan berpikir kritis, hasil belajar

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *problem based learning* berbantuan media audio visual terhadap kemampuan berpikir kritis dan hasil belajar. Jenis penelitian ini adalah penelitian eksperimen semu. Populasi penelitian ini adalah seluruh kelas IV SD Gugus II Kecamatan Gianyar sebanyak 151 siswa. Teknik pengambilan sampel menggunakan random sampling. Sampel penelitian untuk kelas eksperimen yaitu SDN 3 Abianbase dan kelas kontrol SDN 2 Abianbase. Desain penelitian yang digunakan yaitu *post-test only control group design*. Metode pengumpulan data menggunakan metode tes dengan instrumen tes essay untuk mengukur kemampuan berpikir kritis dan tes pilihan ganda untuk mengukur hasil belajar. Data dianalisis menggunakan MANOVA dengan taraf signifikansi 5%. Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh secara simultan *problem based learning* berbantuan media audio visual terhadap kemampuan berpikir kritis dan hasil belajar IPA pada nilai sig. $0,01 < 0,05$. (2) terdapat pengaruh model pembelajaran *problem based learning* berbantuan media audio visual terhadap kemampuan berpikir kritis pada nilai sig. $0,01 < 0,05$; (3) terdapat pengaruh model pembelajaran *problem based learning* berbantuan media audio visual terhadap hasil belajar IPA pada sig. $0,01 < 0,05$. Berdasarkan hasil analisis menggunakan MANOVA, dapat disimpulkan bahwa model pembelajaran *Problem Based Learning* berbantuan media audio visual memiliki pengaruh signifikan secara simultan terhadap kemampuan berpikir kritis dan hasil belajar IPA, serta berpengaruh signifikan secara terpisah terhadap masing-masing kemampuan berpikir kritis dan hasil belajar IPA ($p < 0,05$).

ABSTRACT

Donny Pradana Subarjo, Michael (2025), The Effect of Problem Based Learning Model Assisted by Audio Visual Media on Critical Thinking Ability and Science Learning Outcomes of Fourth Grade Elementary School Students in Gugus II, Gianyar District. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education.

This thesis has been approved and examined by Supervisor I: Prof. Dr. I Wayan Lasmawan, M.Pd. and Supervisor II: Prof. Dr. Desak Putu Parmiti, M.S.

Keywords: *problem-based learning, critical thinking skills, learning outcomes*

This research aims to determine the effect of the problem-based learning model assisted by audiovisual media on critical thinking skills and learning outcomes. The type of research is a quasi-experimental study. The population of this study consists of all fourth-grade classes at SD Gugus II, Gianyar District, totaling 151 students. The sampling technique used is random sampling. The research sample for the experimental class is SDN 3 Abianbase and the control class is SDN 2 Abianbase. The research design used is the post-test only control group design. The data collection method used was a test method with essay test instruments to measure critical thinking skills and multiple-choice tests to measure learning outcomes. Data were analyzed using MANOVA with a significance level of 5%. The research results show that: (1) there is a simultaneous effect of problem-based learning assisted by audiovisual media on critical thinking skills and science learning outcomes with a significance value of $0.01 < 0.05$. (2) there is an influence of the problem-based learning model assisted by audiovisual media on critical thinking skills with a significance value of $0.01 < 0.05$; (3) there is an influence of the problem-based learning model assisted by audiovisual media on science learning outcomes with a significance value of $0.01 < 0.05$. Based on the analysis results using MANOVA, it can be concluded that the Problem Based Learning model assisted by audiovisual media has a significant simultaneous effect on critical thinking skills and science learning outcomes, as well as a significant separate effect on each of critical thinking skills and science learning outcomes ($p < 0.05$).