PENGARUH MODEL PEMBELAJARAN *BRAIN BASED LEARNING* BERBANTUAN MEDIA TEKA TEKI SILANG TERHADAP PEMAHAMAN KONSEP DAN KETERAMPILAN BERPIKIR KRITIS IPA SISWA KELAS V SDN GUGUS VIII KECAMATAN BULELENG

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *brain based learning* berbantuan media teka-teki silang terhadap pemahaman konsep dan keterampilan berpikir kritis IPA. Penelitian ini merupakan penelitian eksperimen semu (*quasi eksperimen*), dengan desain *non-equivalent post-tes only control group design*. Populasi penelitian ini adalah seluruh kelas V SDN Gugus VIII Kecamatan Buleleng tahun pelajaran 2019/2020 yang terdiri dari 5 kelas dalam 5 sekolah dasar dengan jumlah 129 siswa. Sampel diambil dengan menggunakan teknik *cluster random sampling* dan didapatkan 2 kelas yaitu seluruh siswa kelas V di SDN 1 Paket Agung sebagai kelompok Eksperimen yang berjumlah 41 siswa dan seluruh kelas V di SDN 2 Paket Agung sebagai kelompok kontrol yang berjumlah 40 siswa. Teknik pengumpulan data menggunakan teknik tes berupa tes esay dalam mengukur pemahaman konsep dan keterampilan berpikir kritis IPA. Data yang diperoleh dianalisis dengan statistik deskriptif dan MANOVA (*Multivariate Analysis of Variance*) berbantuan *SPSS 17 For Windows*. Hasil penelitian menunjukkan bahwa 1) terdapat pengaruh model pembelajaran *brain based learning* berbantuan media teka-teki silang terhadap pemahaman konsep IPA (F hitung sebesar 276,585 ;sig = 0,000<0,05); 2) terdapat pengaruh model pembelajaran *brain based learning* berbantuan media teka-teki silang terhadap keterampilan berpikir kritis IPA (F hitung sebesar 238,963 ;sig = 0,000<0,05); 3) terdapat pengaruh model pembelajaran *brain based learning* berbantuan media teka teki silang tehadap pemahaman konsep dan keterampilan berpikir kritis IPA (F hitung sebesar 231,064 ;sig = 0,000<0,05). Berdasarkan temuan di atas dapat disimpulkan bahwa model pembelajaran *brain based learning* berpengaruh positif terhadap pemahaman konsep dan keterampilan berpikir kritis IPA siswa.

Kata-kata kunci: *brain based learning*, teka-teki silang, pemahaman konsep IPA, keterampilan berpikir kritis IPA.

THE INFLUENCE OF BRAIN BASED LEARNING LEARNING MODEL ASSISTED BY A CROSS TECHNIQUE MEDIA TOWARD UNDERSTANDING CONCEPTS AND SKILLS THINKING CRITICAL SCIENCE STUDENT CLASS V SDN GUGUS VIII KECAMATAN BULELENG

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ABSTRACT

This study aims to determine the effect of brain based learning models assisted by crossword puzzles on the understanding of concepts and critical thinking skills in science. This research is a quasi-experimental study (quasi-experimental), with a non-equivalent post-test only control group design. The population of this study was the entire class V of SDN Cluster VIII Buleleng District in the academic year 2019/2020 consisting of 5 classes in five elementary schools with 129 students. Samples were taken with a random sampling technique of 2 classes. Data on understanding concepts and critical thinking skills in science is collected using the test method in the form of an essay test. Data were analyzed with the MANOVA test using SPSS 17 for Windows. The results showed that 1) there was a positive influence on the brain based learning model with the help of crossword puzzles on the understanding of the science concept (F count of 276,585; sig = 0,000 <0.05); 2) there is a positive influence of the brain based learning learning model assisted by the crossword puzzle media on critical thinking skills in science (F count is 238,963; sig = 0,000 <0.05); 3) there is a positive influence on brain based learning models assisted by the crossword puzzle media on the understanding of concepts and critical thinking skills in science (F count of 231.064; sig = 0.0001 <0.05). The brain based learning model with the help of crossword media can be applied to science learning in elementary schools as an effort to increase students' understanding of concepts and critical thinking skills maximally in science lessons.

***Keywords*:** *brain-based learning; crossword puzzles; understanding the concepts; critical thinking skills*