

ABSTRAK

Dwijayanti, Ni Made Dwijayanti, (2025). Pengaruh Model *Problem Based Learning* Berbasis Media Interaktif *Wordwall* Terhadap Kemampuan Berpikir Kritis dan Kemandirian Belajar Mata Pelajaran PKN Siswa Kelas IV Sekolah Dasar Gugus 3, Kecamatan Selemadeg. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) berbasis media interaktif *Wordwall* terhadap kemampuan berpikir kritis dan kemandirian belajar siswa kelas IV dalam pembelajaran Pendidikan Kewarganegaraan (PPKn) di SDN yang tergabung dalam Gugus III Kecamatan Selemadeg. Penelitian ini menggunakan metode kuasi eksperimen dengan desain pretest-posttest control group design. Populasi penelitian ini adalah seluruh siswa kelas IV SDN Gugus III Kecamatan Selemadeg, dan sampel penelitian diambil secara purposive sampling. Instrumen penelitian berupa tes kemampuan berpikir kritis dan angket kemandirian belajar yang telah diuji validitas dan reliabilitasnya.

Hasil penelitian awal menunjukkan bahwa kemampuan berpikir kritis dan kemandirian belajar siswa tergolong rendah, sehingga proses pembelajaran membutuhkan waktu lebih lama untuk mencapai peningkatan yang signifikan. Setelah penerapan model PBL berbasis *Wordwall*, ditemukan bahwa: (1) kemampuan berpikir kritis siswa mengalami peningkatan yang signifikan; (2) kemandirian belajar siswa juga meningkat secara signifikan; dan (3) secara simultan, model PBL berbasis *Wordwall* berpengaruh signifikan terhadap kemampuan berpikir kritis dan kemandirian belajar siswa kelas IV. Temuan ini menunjukkan bahwa integrasi PBL dengan media interaktif *Wordwall* dapat menjadi strategi efektif dalam meningkatkan kualitas pembelajaran PPKn, meskipun memerlukan waktu dan bimbingan tambahan pada siswa yang awalnya memiliki kemampuan rendah.

Kata kunci: *Problem Based Learning*, *Wordwall*, berpikir kritis, kemandirian belajar.

ABSTRACT

Dwijayanti, Ni Made Dwijayanti, (2025). *The Effect of Problem Based Learning Model Based on Interactive Wordwall Media on Critical Thinking Skills and Learning Independence in Civic Education for Fourth Grade Elementary School Students in Cluster 3, Selemadeg District. Thesis, Elementary Education, Graduate Program, Universitas Pendidikan Ganesha.*

This study aimed to examine the effect of the Problem Based Learning (PBL) model based on interactive Wordwall media on the critical thinking skills and learning independence of fourth-grade students in Civic Education (PPKn) at elementary schools in Cluster III, Selemadeg District. This research employed a quasi-experimental method with a pretest-posttest control group design. The population of the study included all fourth-grade students in the Cluster III elementary schools in Selemadeg, and the sample was selected using purposive sampling. The research instruments consisted of a critical thinking skills test and a learning independence questionnaire, both of which had been tested for validity and reliability.

Initial findings indicated that students' critical thinking skills and learning independence were relatively low, which required a longer instructional period to achieve significant improvement. Following the implementation of the PBL model based on Wordwall, the results showed that: (1) students' critical thinking skills significantly improved; (2) students' learning independence also significantly increased; and (3) simultaneously, the PBL model based on Wordwall had a significant effect on both critical thinking skills and learning independence of fourth-grade students. These findings suggest that integrating PBL with interactive Wordwall media can serve as an effective strategy to enhance the quality of Civic Education learning, although additional time and guidance are required for students who initially have lower abilities.

Keywords: *Problem Based Learning, Wordwall, critical thinking, learning independence.*