

**PENGARUH MODEL *PROBLEM BASED LEARNING* BERBASIS  
*MINDFUL LEARNING* TERHADAP KEMAMPUAN BERPIKIR KRITIS  
MATEMATIS SISWA KELAS IV SDN GUGUS IV TEGALLALANG**

Oleh

**I Komang Sugiarta, NIM 2211031244**

**Program Studi Pendidikan Guru Sekolah Dasar**

**Jurusan Pendidikan Dasar**

**ABSTRAK**

Rendahnya kemampuan berpikir kritis matematis siswa sekolah dasar akibat dominasi metode pembelajaran langsung (*direct instruction*) yang pasif menjadi permasalahan utama yang melatarbelakangi penelitian ini. Penelitian ini bertujuan untuk menganalisis pengaruh penerapan model *Problem Based Learning* (PBL) berbasis *Mindful Learning* terhadap kemampuan berpikir kritis matematis siswa. Jenis penelitian ini adalah eksperimen semu (*quasi-experimental*) dengan desain *Non-equivalent Post-test Only Control Group Design*. Subjek penelitian melibatkan 50 siswa kelas IV di SDN Gugus IV Tegallalang yang dipilih melalui teknik cluster random sampling. Data kemampuan berpikir kritis dikumpulkan menggunakan instrumen tes uraian yang valid dan reliabel, kemudian dianalisis menggunakan uji statistik *Independent Sample t-Test*. Hasil penelitian menunjukkan terdapat perbedaan kemampuan berpikir kritis matematis yang nyata antara siswa kelompok eksperimen dan kelompok kontrol, dengan rata-rata skor kelompok eksperimen lebih tinggi dibandingkan kelompok kontrol. Temuan ini mengimplikasikan bahwa integrasi *mindfulness* dalam sintaks PBL efektif menciptakan lingkungan belajar yang menyeimbangkan tantangan kognitif dengan kesiapan mental, sehingga memfasilitasi proses berpikir yang lebih jernih dan mendalam. Disimpulkan bahwa model PBL berbasis *Mindful Learning* merupakan strategi pedagogis yang efektif dan direkomendasikan untuk meningkatkan kemampuan berpikir kritis matematis siswa.

**Kata Kunci:** Berpikir Kritis Matematis, *Mindful Learning*, *Problem Based Learning*, Sekolah Dasar.

***THE EFFECT OF PROBLEM BASED LEARNING BASED ON MINDFUL  
LEARNING ON THE MATHEMATICAL CRITICAL THINKING SKILLS OF  
FOURTH GRADE STUDENTS AT SDN GUGUS IV TEGALLALANG***

***By***

***I Komang Sugiarta, NIM 2211031244***

***Bachelor of Elementary School Teacher Education***

***Department of Primary Education***

***ABSTRACT***

*The low level of mathematical critical thinking skills among elementary school students due to the dominance of direct instruction methods is the main problem behind this study. This study aims to analyze the effect of implementing a Mindful Learning-based Problem Based Learning (PBL) model on students' mathematical critical thinking skills. This study is a quasi-experimental study with a Non-equivalent Post-test Only Control Group Design. The research subjects involved 50 fourth-grade students at SDN Gugus IV Tegallalang, selected through cluster random sampling. Data on critical thinking skills were collected using a valid and reliable essay test instrument, then analyzed using the Independent Sample t-Test statistical test. The results of the study indicate a significant difference in mathematical critical thinking skills between students in the experimental group and those in the control group, with the experimental group achieving higher average scores. These findings suggest that integrating mindfulness into the PBL framework effectively creates a learning environment that balances cognitive challenges with mental readiness, thereby facilitating clearer and deeper thinking processes. It is concluded that the Mindful Learning-based PBL model is an effective pedagogical strategy and is recommended for enhancing students' mathematical critical thinking skills.*

***Keywords:*** *Mathematical Critical Thinking, Mindful Learning, Problem-Based Learning, Elementary School*