

ABSTRAK

Gusti Ngurah Bagus Tirtayadnya (2026). *Pengaruh Model Problem Based Learning Berbantuan Bahan Ajar Multimedia Terhadap Kemampuan Berpikir Kritis dan Minat Belajar IPA Siswa Kelas V SD Gugus Kompyang Sujana*. Tesis, Singaraja, Program Studi S2 Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Penelitian ini memiliki tujuan untuk mengetahui perbedaan kemampuan berpikir kritis dan minat belajar IPA siswa kelas V Sekolah Dasar, baik secara simultan maupun secara parsial, antara siswa yang belajar menggunakan model *Problem Based Learning* berbantuan bahan ajar multimedia dan siswa yang belajar menggunakan dengan model *Problem Based Learning*. Penelitian ini adalah penelitian dengan jenis *quasy experiment* dengan menggunakan rancangan *pretest posttest nonequivalent control group desain* yang dilaksanakan pada Gugus Kompyang Sujana Kecamatan Denpasar Utara Tahun Ajaran 2025/2026. Populasi penelitian menggunakan siswa kelas V pada gugus tersebut, dengan sampel ditentukan dengan menggunakan teknik *random sampling*. Data penelitian diperoleh dengan tes kemampuan berpikir kritis dan kuesioner minat belajar IPA. Instrumen penelitian telah memenuhi kriteria validitas isi berdasarkan uji Gregory, validitas empiris, serta reliabilitas dengan kategori tinggi. Analisis hasil penelitian dilakukan dengan statistik deskriptif dan statistik inferensial berupa uji MANCOVA, yang didahului dengan pengujian prasyarat analisis meliputi uji normalitas multivariat, homogenitas varians, homogenitas matriks varian–kovarian, uji homogenitas arah regresi dan uji multikolinieritas. Penelitian ini menunjukkan hasil bahwa: pertama, terdapat perbedaan secara simultan kemampuan berpikir kritis dan minat belajar IPA antara siswa yang belajar dengan model *Problem Based Learning* berbantuan bahan ajar multimedia dan siswa yang belajar dengan model *Problem Based Learning* ($F=47,495$; $p < 0,05$). Kedua, secara parsial penelitian ini juga menunjukkan terdapat perbedaan yang signifikan kemampuan berpikir kritis siswa ($F=35,830$; $p < 0,05$) dengan selisih EMM kelompok eksperimen lebih tinggi 2,666 poin. Ketiga, juga ditemukan perbedaan yang signifikan minat belajar IPA siswa ($F=35,830$; $p < 0,05$) dengan selisih EMM kelompok eksperimen lebih tinggi 3,390 poin. Berdasarkan hasil analisis tersebut dapat disimpulkan bahwa implementasi model *Problem Based Learning* berbantuan bahan ajar multimedia lebih efektif secara simultan maupun parsial terhadap kemampuan berpikir kritis dan minat belajar IPA siswa kelas V sekolah dasar dibandingkan model *Problem Based Learning*.

Kata kunci: bahan ajar multimedia, berpikir kritis, minat belajar, problem based learning

ABSTRACT

Gusti Ngurah Bagus Tirtayadnya (2026). *The Effect of the Problem-Based Learning Model Assisted by Multimedia Teaching Materials on Critical Thinking Skills and Interest in Learning Science Among Fifth-Grade Elementary School Students in the Kompyang Sujana Cluster*. Thesis, Singaraja, Master's Program in Primary Education, Postgraduate Program, Ganesha University of Education.

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This study aimed to examine the differences in critical thinking skills and science learning interest of fifth-grade elementary school students, both simultaneously and partially, between students taught using the Problem Based Learning model assisted by multimedia teaching materials and students taught using the Problem Based Learning model alone. This study employed a quasi-experimental research design using a pretest–posttest nonequivalent control group design, conducted in the Kompyang Sujana Cluster, North Denpasar District, during the 2025/2026 academic year. The population of this study consisted of all fifth-grade students within the cluster, and the sample was selected using a random sampling technique. Research data were collected through a critical thinking skills test and a science learning interest questionnaire. The research instruments met the criteria of content validity based on Gregory's test, empirical validity, and reliability with a high category. Data analysis was carried out using descriptive statistics and inferential statistics in the form of Multivariate Analysis of Covariance (MANCOVA), which was preceded by prerequisite tests including multivariate normality, homogeneity of variances, homogeneity of variance–covariance matrices, homogeneity of regression slopes, and multicollinearity tests. The results of the study revealed that: first, there were simultaneous differences in critical thinking skills and science learning interest between students taught using the Problem Based Learning model assisted by multimedia teaching materials and those taught using the Problem Based Learning model ($F = 47.495$; $p < 0.05$). Second, partially, there was a significant difference in students' critical thinking skills ($F = 35.830$; $p < 0.05$), with the experimental group showing a higher estimated marginal mean (EMM) by 2.666 points. Third, a significant difference was also found in students' science learning interest ($F = 35.830$; $p < 0.05$), with the experimental group demonstrating a higher EMM by 3.390 points. Based on these findings, it can be concluded that the implementation of the Problem Based Learning model assisted by multimedia teaching materials is more effective, both simultaneously and partially, in improving critical thinking skills and science learning interest of fifth-grade elementary school students compared to the Problem Based Learning model.

Keywords: *multimedia teaching materials, critical thinking, learning interest, problem-based learning.*