

**PENGARUH MODEL *PROBLEM BASED LEARNING* BERBANTUAN
MEDIA AUDIO VISUAL TERHADAP KETERAMPILAN BERPIKIR
KRITIS IPAS SISWA KELAS V SD NEGERI GUGUS V KECAMATAN
SUKASADA**

Oleh

Pande Putu Jimmy Artha, NIM 2211031657

Program Studi Pendidikan Guru Sekolah Dasar

Jurusan Pendidikan Dasar

ABTRAK

Keterampilan berpikir kritis siswa terkhusus materi IPAS di jenjang SD tidak begitu berkembang dengan optimal. Terdapatnya pengaruh dari peranan guru yang mendominasi proses pembelajaran, sehingga siswa cenderung menjadi penerima informasi dibandingkan subjek aktif yang mengolah serta mengevaluasi pengetahuan. Akibatnya, kemampuan berpikir tingkat tinggi seperti menganalisis dan menyimpulkan belum terlatih secara maksimal. Kondisi tersebut menunjukkan perlunya penerapan model pembelajaran yang berkapasitas mendorong keterlibatan siswanya secara aktif dengan pembelajaran kontekstual serta berbasis masalah. Temuan studi memperlihatkan rerata kapasitas berpikir kritis siswa yang mengikuti pembelajaran di kelompok eksperimen cenderung tinggi dari siswa yang berada di kelompok kontrol. Perbedaan tersebut memberi indikasi pengimplementasian model pembelajaran dengan pemusatan ke pemecahan masalah menciptakan kontribusi yang bersifat positif untuk pengembangan kapasitas *critical thinking* siswa. Dengan diterapkannya pembelajaran *Problem Based Learning* disertai media audio visual, siswa didorong untuk mengenali permasalahan, mengumpulkan dan mengolah informasi yang relevan, melakukan analisis serta evaluasi, hingga merumuskan solusi secara sistematis. Studi ini ditujukan menguji perbedaan keterampilan berpikir kritis siswa dengan pembelajaran PBL berbasis media audio visual serta siswa dengan pembelajaran satu arah atau konvensional. Penelitian menggunakan metode eksperimen semu disertai desain non-equivalent post-test only control group design. Berdasarkan hasil tes uraian yang penyusunannya menyesuaikan indikator kapasitas berpikir kritis, dihasilkan rerata skor siswa kelompok eksperimen melebihi skor siswa kelompok kontrol. Perbedaan hasil keduanya mengartikan pengimplementasian model PBL yang disertai media audio-visual memberikan dampak positif bagi pengembangan keterampilan berpikir kritis siswa sehubungan pembelajaran IPAS.

Kata Kunci: IPAS, keterampilan berpikir kritis, media audio visual, *Problem Based Learning*, sekolah dasar

**THE INFLUENCE OF PROBLEM-BASED LEARNING MODEL ASSISTED
BY AUDIO-VISUAL MEDIA ON THE CRITICAL THINKING SKILLS OF
GRADE V IPAS STUDENTS AT SD NEGERI GUGUS V SUKASADA
DISTRICT**

By

Pande Putu Jimmy Artha, NIM 2211031657

Primary School Teacher Education Study Program

Elementary Education Department

ABSTRACT

IPAS or Students' critical thinking skills in Science and Social Studies learning at the elementary school level have not yet developed optimally. The issue was effected by one centered learning, where students tend to act as passive recipients of information rather than active in constructing and evaluating knowledge. It causes higher-order thinking skills, such as analyzing and drawing conclusions, have not been adequately fostered. In that situation, urgency of learning models that promote active student engagement through contextual and problem-based learning approaches. From results of this study, average critical thinking score of students in experimental group was higher than students in control group. This finding suggests that the use of a problem-solving-oriented learning model contributes positively to the development of students' critical thinking skills. Through the implementation of PBL with audio visual media, students are encouraged to identify problems, gather and process relevant information, analyze and evaluate findings, and formulate solutions systematically. This study aimed to examine the differences in critical thinking skills between students who were taught using PBL model followed by audio-visual media and one centered or conventional model. The study employed a quasi-experimental method using a non-equivalent post-test-only control group design. Data were collected through essay tests developed based on critical thinking skill indicators. The findings revealed that students in experimental group achieved higher average scores than control group. The conclusion is implementation of PBL with audio-visual media is effective to enhancing students' critical thinking skills especially IPAS learning at the elementary school while promoting more participatory, active, and also meaningful learning process.

Keywords: audio-visual media, critical thinking skills, elementary school, IPAS, Problem Based Learning