

**PENGARUH MODEL *PROBLEM BASED LEARNING* BERLANDASKAN
CATUR PRAMANA TERHADAP KETERAMPILAN BERPIKIR KRITIS
MATEMATIKA DENGAN MENGONTROL KEMAMPUAN NUMERIK
SISWA KELAS V DI SD GUGUS VI KECAMATAN SUKASADA TAHUN
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) berlandaskan *catur pramana* terhadap keterampilan berpikir kritis Matematika dengan mengontrol kemampuan numerik. Penelitian ini adalah *quasi eksperimen*, dengan desain *Posstest Only Control Group Design*. Populasi dalam penelitian ini adalah seluruh kelas V SDN Gugus VI Kecamatan Sukasada tahun pelajaran 2019/2020, dengan jumlah 177 orang siswa. Sampel dalam penelitian ini berjumlah 46 orang siswa, kelas V SDN 2 Panji Anom sebagai kelas eksperimen dan kelas V SDN 4 Panji Anom sebagai kelas kontrol. Metode pengumpulan data dilakukan menggunakan tes yang terdiri dari tes pilihan ganda dan tes esay. Data yang diperoleh dianalisis menggunakan uji ANAKOVA (analisis kovarian) dengan bantuan SPSS 20.0 *for windows*. Hasil dari penelitian ini adalah, 1) terdapat pengaruh yang signifikan Model *Problem Based Learning* (PBL) berlandaskan *catur pramana* terhadap keterampilan berpikir kritis Matematika dengan diperoleh $F_{hitung} 2,545$ dengan $sig; = 0,014 < 0,05$; 2) terdapat pengaruh yang signifikan Model *Problem Based Learning* (PBL) berlandaskan *catur pramana* terhadap keterampilan berpikir kritis Matematika setelah mengontrol kemampuan numerik siswa diperoleh $F_{hitung} 6,753$ dengan $sig. = 0,013 < 0,05$; 3) terdapat kontribusi yang signifikan kemampuan numerik terhadap keterampilan berpikir kritis Matematika siswa sebesar 37,69%. Berdasarkan temuan-temuan tersebut, dapat disimpulkan bahwa Model *Problem Based Learning* berlandaskan *catur pramana* berpengaruh positif serta terdapat kontribusi kemampuan numerik terhadap keterampilan berpikir kritis Matematika siswa.

Kata kunci : Model *Problem Based Learning*, *catur pramana*, keterampilan berpikir kritis Matematika, kemampuan numerik.

***THE INFLUENCE OF PROBLEM BASED LEARNING MODEL BASED ON
CATUR PRAMANA ON MATHEMATICAL CRITICAL THINKING SKILLS
BY CONTROLLING NUMERICAL SKILLS OF CLASS V STUDENTS IN SD
CLASS VI DISTRICT OF SUKASADA ACADEMIC YEAR 2019/2020***

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Abstract

This study aims to determine the effect of the Problem Based Learning (PBL) model based on catur pramana on critical thinking skills in Mathematics by controlling numerical abilities. This research is a quasi-experimental, with Posstest Only Control Group Design. The population in this study was the entire class V SDN Cluster VI Sukasada District in the academic year 2019/2020, with 177 students. The sample in this study amounted to 46 students, class V SDN 2 Panji Anom as an experimental class and class V SDN 4 Panji Anom as a control class. The data collection method is carried out using a test consisting of multiple choice tests and essay tests. The data obtained were analyzed using the ANAKOVA test (covariance analysis) with the help of SPSS 20.0 for windows. The results of this study are, 1) there is a significant influence of Problem Based Learning (PBL) model based on catur pramana on Mathematical critical thinking skills obtained by Fcount of 2.545 with sig; = 0.014 <0.05; 2) there is a significant influence on the Problem Based Learning Model (PBL) based on catur pramana on the critical thinking skills of Mathematics after controlling the numerical ability of students obtained Fcount 6.753 with sig. = 0.013 <0.05; 3) there is a significant contribution of numerical ability to students' critical mathematical thinking skills by 37.69%. Based on these findings, it can be concluded that the Problem Based Learning Model based on catur pramana has a positive effect and there is a contribution of numerical ability to students' critical thinking skills in Mathematics.

Keywords: Problem Based Learning Model, catur pramana, Mathematical critical thinking skills, numerical ability.