

ABSTRAK

Armana, I Wayan Dedi (2020). “*Pengaruh Model Problem Based Learning terhadap Keterampilan Berpikir Kritis dan Berpikir Kreatif Siswa SMP Negeri 1 Marga*” Tesis, Pendidikan IPS, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: Keterampilan berpikir kritis dan kreatif, *Problem Based Learning*

Penelitian ini bertujuan untuk mengetahui Pengaruh model pembelajaran *Problem Based Learning* terhadap keterampilan berpikir kritis dan kreatif siswa secara parsial dan simultan. Jenis penelitian yaitu kuasi eksperimen dengan desain *Posttest Online Noequivalent Control Group Desain*. Populasi yaitu siswa kelas VIII SMP Negeri 1 Marga Tahun Pelajaran 2019/2020. Penarikan sampel menggunakan *random sampling* diperoleh kelas VIII A sebagai kelas eksperimen dan kelas VIII F sebagai kelas kontrol. Data dikumpulkan menggunakan tes keterampilan berpikir kritis dan berpikir kreatif serta dianalisis secara deskriptif menggunakan analisis Manova yang didahului uji hipotesis, meliputi Uji normalitas data menggunakan statistic Kolmogorov-Smirnov. Uji homogenitas varian menggunakan statistic Levene. Uji homogenitas matriks varians-kovarian uji Box’M serta uji kolinieritas antar variabel terikat menggunakan korelasi *product moment*. Semua pengujian dilakukan pada taraf signifikansi 5% dengan bantuan program komputer *SPSS 22 for Windows*. Hasil penelitian menunjukkan Pertama terdapat perbedaan yang signifikan variabel keterampilan berpikir kritis antara kelompok eksperimen dengan kelompok kontrol (DI) ($F= 9,566$; $0,003 < 0,05$) dan batas penolakan LSD sebesar 5,84 dengan $\Delta\mu$ sebesar 2,85 di mana harga mutlak $|\mu_i - \mu_j| > LSD$. Kedua, terdapat perbedaan yang signifikan variabel keterampilan berpikir kreatif antar kelompok eksperimen dengan kelompok kontrol (DI) ($F= 31,523$; $0,000 < 0,05$) dan batas penolakan LSD sebesar 9,27 dengan $\Delta\mu$ Sebesar 4,15 di mana harga mutlak $|\mu_i - \mu_j| > LSD$. Ketiga terdapat pengaruh signifikan model pembelajaran terhadap keterampilan berpikir kritis dan berpikir kreatif ($F= 19,292$; $0,000 < 0,05$). Hal ini menunjukkan Kelompok siswa yang belajar dengan *Problem Based Learning* memiliki keterampilan berpikir kritis dan berpikir kreatif yang lebih baik dibandingkan dengan kelompok siswa yang belajar dengan model pembelajaran konvensional.

ABSTRACT

Armana, I Wayan Dedi (2020). "*The Influence of Problem Based Learning Models on Critical Thinking and Creative Thinking Skills of SMP Negeri 1 Students*" Thesis, Social Studies, Postgraduate Program, Ganesha University of Education.

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Key words: *Critical and creative thinking skills, Problem Based Learning*

This study aims to determine the effect of *Problem Based Learning* learning models on students' critical and creative thinking skills partially and simultaneously. This type of research is a quasi-experimental design with *Posttest Online Noequivalent Control Group Design*. The population is students of class VIII of SMP Negeri 1 Marga in the 2019/2020 academic year. Sample used is random sampling which is obtained from class VIII A as an experimental class and class VIII F as a control class. Data were collected using tests of critical thinking skills and creative thinking and analyzed descriptively using Manova analysis which was preceded by hypothesis testing, including normality test data using Kolmogorov-Smirnov statistics. Homogeneity test of variance using Levene statistics. The homogeneity test of the variance-covariance matrix Box'M test and the collinearity test between the dependent variables using *product moment* correlation. All tests were carried out at a 5% significance level using the help of *SPSS 22 for Windows*. The test results show that the data meet the requirements to proceed to the Manova analysis. The results show that there was a significant difference between the variables of critical thinking skills between the experimental group and the control group (DI) ($F = 9.566$; $0.003 < 0.05$) and the LSD rejection limit of 5.84 with $\Delta\mu$ of 2.85 where prices absolute $|\mu_i - \mu_j| > \text{LSD}$. Secondly, there is a significant difference in the variables of creative thinking skills between the experimental group and the control group (DI) ($F = 31.523$; $0.000 < 0.05$) and the LSD rejection limit of 9.27 with $\Delta\mu$ 4, 4.15 where absolute price $|\mu_i - \mu_j| > \text{LSD}$. Third, there is a significant influence of learning models on critical thinking skills and creative thinking skills ($F = 19.292$; $0.000 < 0.05$). This shows the groups of students who studied using *Problem Based Learning* show better critical thinking skills and creative thinking compared to the groups who studied using conventional learning models.