

ABSTRAK

Rasdianah Muri, 2022. Efektivitas Model Pembelajaran Berbasis Masalah Terhadap kemampuan Berpikir Kritis dan Kepekaan Sosial pada Mata Pelajaran IPS Murid SDN 105 Baraka Kab. Enrekang.

Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran berbasis masalah terhadap kemampuan berpikir kritis dan kepekaan sosial pada mata pelajaran IPS murid SDN 105 Baraka. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode *eksperimen kuasi*. Rancangan yang digunakan dalam penelitian ini adalah dengan *nonequivalent group pretest-posttest design*. Pada rancangan ini dilakukan untuk mengetahui adakah perbedaan antara kelas eksperimen dan kelas kontrol dengan memberikan *pretest* sebelum diberikan perlakuan dan *posttest* setelah diberikan perlakuan. Populasi dalam penelitian ini adalah seluruh murid SDN 105 Baraka Keb. Enrekang, sedangkan sampel yang diambil adalah murid kelas VA dan VB SDN 105 Baraka Kab. Enrekang. Instrumen penelitian yang digunakan yaitu lembar soal, angket dan lembar observasi. Teknik analisis data yang digunakan adalah uji analisis yang terdiri dari uji normalitas dan homogenitas selanjutnya dengan uji hipotesis.

Hasil penelitian ini menunjukkan efektivitas model pembelajaran berbasis masalah terhadap kemampuan berpikir dan kepekaan sosial pada mata pelajaran IPS efektif digunakan, dilihat dari hasil pengujian hipotesis menggunakan *independent sample t-test* dengan menggunakan SPSS versi 21 dilihat pada kolom *sig.(2-tailed)* diperoleh nilai sebesar $0,007 < 0,05$. Pada penelitian ini diambil sampel 36 murid maka nilai derajat kebebasan (dk) = $n-2 = 36-2 = 34$ dan taraf kesalahan 5%. Karena untuk uji 2 sisi ($0,05 : 2 = 2,5\%$) maka dapat diketahui nilai $T_{tabel} = 2,032$. $T_{hitung} = 2,875$ dapat dilihat dari kolom *Equal variances assumed* (homogen), dapat diketahui bahwa nilai $T_{hitung} = 2,875$. Jadi sudah dapat dilihat bahwa $T_{hitung} > T_{tabel}$ yaitu $2,875 > 2,032$ dengan signifikansi $0,007 < 0,05$. Jadi diperoleh kesimpulan H_0 ditolak dan H_a diterima (penggunaan model pembelajaran berbasis masalah efektif digunakan terhadap pembelajaran IPS pada murid kelas V SDN 105 Baraka).

Kata Kunci: Model Pembelajaran Berbasis Masalah, Kemampuan Berpikir Kritis, Kepekaan Sosial

ABSTRACT

Rasdianah Muri, 2022. The Effectiveness of Problem-Based Learning Models on Critical Thinking and Social Sensitivity in Social Studies Subjects at SDN 105 Baraka The population in this study were all students of SDN 105 Baraka, Enrekang Regency. Supervised by H. Nursalam and Muhammad Nawir.

This study aimed at determining the effectiveness of the problem-based learning model on critical thinking skills and social sensitivity in social studies subjects at SDN 105 Baraka. This research was a quantitative research using quasi-experimental method. The design used in this study was a nonequivalent group pretest-posttest design. This design was conducted to determine whether there was a difference between the experimental class and the control class by giving a pretest before being given treatment and a posttest after being given treatment. The population in this study were all students of SDN 105 Baraka, Enrekang Regency while the samples were students of class VA and VB at SDN 105 Baraka, Enrekang Regency. The research instruments used were question sheets, questionnaires and observation sheets. The data analysis technique used was an analytical test which consisted of a normality and homogeneity test followed by hypothesis test.

The results of this study indicated the effectiveness of the problem-based learning model on thinking skills and social sensitivity in social studies subjects was effectively used, judging by the results of the hypothesis testing using the independent sample t-test using SPSS version 21 seen in the sig column (2-tailed) was the value of $0.007 < 0.05$. In this study, a sample of 36 students was taken, so the value of degrees of freedom (dk) was $n-2 = 36-2 = 34$ and the error rate was 5%. Because for the 2-sided test ($0.05 : 2 = 2.5\%$) it can be seen that the value of T-table = 2.032. T-count = 2.875 can be seen from the column Equal variances assumed (homogeneous), it can be seen that the value of Tcount = 2.875. So it can be seen that Tcount > Ttable was $2.875 > 2.032$ with a significance was $0.007 < 0.05$. So it can be concluded that H_0 is rejected and H_a is accepted (the use of problem-based learning models is effectively used for social studies learning in fifth grade students of SDN 105 Baraka.

Keywords: *Problem-Based Learning Model, Critical Thinking Ability, Social Sensitivity*



Translated & Certified by
Language Institute of Unismuh Makassar
Date: 22.11.22 Doc: Abstract

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