

ABSTRAK

Hasan Basri 2020. *Pengaruh Model Problem Based Learning Terhadap Kemampuan Berpikir Kritis Siswa Pada Mata Pelajaran IPS Kelas IV SD Inpres Macanda Kecamatan Somba Opu Kabupaten Gowa.* Skripsi. Jurusan Pendidikan Guru Sekolah Dasar Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar. Pembimbing I Nursalam dan Pembimbing II Syarifah Aeni Rahman.

Masalah utama dalam penelitian ini yaitu apakah model *Problem Based Learning* (PBL) berpengaruh terhadap kemampuan berpikir kritis siswa pada mata pelajaran IPS Kelas IV SD Inpres Macanda Kecamatan Somba Opu Kabupaten Gowa. Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) terhadap kemampuan berpikir kritis siswa pada mata pelajaran IPS Kelas IV SD Inpres Macanda Kecamatan Somba Opu Kabupaten Gowa.

Jenis penelitian ini adalah penelitian eksperimen bentuk *One Group Pre-Test Post-Test Design*. Yaitu sebuah eksperimen yang dalam pelaksanaannya hanya melibatkan satu kelas sebagai kelas eksperimen tanpa adanya kelas pembanding (kelas kontrol) yang bertujuan untuk mengetahui pengaruh model *Problem Based Learning* (PBL) terhadap kemampuan berpikir kritis siswa pada mata pelajaran IPS Kelas IV SD Inpres Macanda Kecamatan Somba Opu Kabupaten Gowa. Tahun ajaran 2023/2024. Subjek dari penelitian ini adalah siswa kelas IV SD Inpres Macanda Kecamatan Somba Opu Kabupaten Gowa Sebanyak 29 Orang.

Berdasarkan hasil penelitian yang dilakukan dikelas IV SD Inpres Macanda menunjukkan bahwa kemampuan berpikir kritis siswa sangat rendah sebelum penerapan model *Problem Based Learning* (PBL), dengan nilai rata-rata pretest sebesar 53,34. Namun, setelah penerapan model *Problem Based Learning* (PBL), kemampuan berpikir kritis siswa meningkat secara signifikan dengan nilai rata-rata posttest sebesar 83,10. Hasil observasi keterlaksanaan pembelajaran dikelas terlihat bahwa tingkat keterlaksanaan pembelajaran dengan penerapan model *Problem Based Learning* (PBL) sebesar 89,65%.

Hasil uji hipotesis dengan menggunakan uji t, output pertama menunjukkan hasil rangkuman statistik kedua sampel sebelum dan sesudah mendapat perlakuan, dimana rata-rata pretest sebelum mendapat perlakuan adalah 53,34 dan rata-rata posttest setelah diberikan perlakuan adalah 83,10. Pada output kedua diperoleh nilai t_{hitung} sebesar 12,782 dan nilai t_{tabel} sebesar 1,701 pada frekuensi (dk) $29-1=28$ dengan tingkat signifikan $0,00 < 0,05$. Karena nilai $t_{hitung} > t_{tabel}$ dan nilai signifikan $0,00 < 0,05$ maka menunjukkan terdapat perbedaan yang signifikan antara hasil pretest dan posttest, sehingga dapat dikatakan bahwa H_1 diterima dan H_0 ditolak. Oleh karena itu, dapat disimpulkan bahwa penerapan model *Problem Based Learning* (PBL) berpengaruh terhadap kemampuan berpikir kritis siswa pada mata pelajaran IPS kelas IV SD Inpres Macanda Kecamatan Somba Opu Kabupaten Gowa.

Kata Kunci: *Problem Based Learning*, Berpikir Kritis, Siswa

ABSTRACT

Hassan Basri 2020. *The Influence of the Problem Based Learning Model on Students' Critical Thinking Ability in Class IV Social Sciences Subjects at SD Inpres Macanda, Somba Opu District, Gowa Regency.* Thesis. Department of Primary School Teacher Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervisor I Nursalam and Supervisor II Syarifah Aeni Rahman.

The main problem in this research is whether *the Problem Based Learning (PBL)* model has an effect on students' critical thinking skills in the Class IV Social Sciences subject at SD Inpres Macanda, Somba Opu District, Gowa Regency. This research aims to determine the effect of *the Problem Based Learning (PBL)* model on students' critical thinking abilities in the Class IV Social Sciences subject at SD Inpres Macanda, Somba Opu District, Gowa Regency.

This type of research is experimental research in the form of *One Group Pre - Test Post - Test Design*. This is an experiment which in its implementation only involves one class as an experimental class without any comparison class (control class) which aims to determine the effect of *the Problem Based Learning (PBL)* model on students' critical thinking abilities in the Social Sciences subject Class IV of SD Inpres Macanda, Somba Opu District, Gowa Regency. Academic year 2023/2024. The subjects of this research were 29 students in class I V of SD Inpres Macanda, Somba Opu District, Gowa Regency.

Based on the results of research conducted in class IV at SD Inpres Macanda, it shows that students' critical thinking abilities were very low before implementing the *Problem Based Learning (PBL)* model, with an average pretest score of 53.34. However, after implementing the *Problem Based Learning (PBL)* model, students' critical thinking abilities increased significantly with an average posttest score of 83.10. The results of observations of the implementation of learning in class show that the level of implementation of learning using the *Problem Based Learning (PBL)* model is 89.65%.

Hypothesis test results using the t test, the first output shows the statistical summary results of the two samples before and after receiving treatment, where the average pretest before receiving treatment is 53.34 and the average posttest after receiving treatment is 83.10. In the second output, the $t_{\text{calculated}}$ value is 12.782 and the t_{table} value is 1.701 at a frequency (dk) of $29-1=28$ with a significance level of $0.00 < 0.05$. Because the $t_{\text{calculated}} > t_{\text{table}}$ and the significant value is $0.00 < 0.05$, it shows that there is a significant difference between the pretest and posttest results, so it can be said that H_1 is accepted and H_0 is rejected. Therefore, it can be concluded that the application of *the Problem Based Learning (PBL)* model has an effect on students' critical thinking skills in the fourth grade social studies subject at SD Inpres Macanda, Somba Opu District, Gowa Regency.

Keywords: *Problem Based Learning*, *Critical Thinking*, *Students*