

ABSTRAK

Nur Fadilah, 2025. Comparison of the Application of Problem Based Learning (PBL) Model with Project Based Learning (PjBL) from Critical Thinking Ability and Descriptive Writing Results of Class V Students of Cluster 1, Bajeng District, Gowa Regency, Elementary Education Master Program. Supervised by Munirah and Tarman.

This study was a Quasi Experimental study that aims (1) to describe students' critical thinking abilities through the Problem Based Learning (PBL) model of class V Elementary School Cluster 1, Bajeng District, Gowa Regency, (2) to describe students' descriptive writing abilities through the Project Based Learning (PjBL) model of class V Elementary School Cluster 1, Bajeng District, Gowa Regency, (3) to determine the differences between the PBL model and the PjBL model in improving critical thinking abilities and descriptive writing results of class V students of Elementary School Cluster 1, Bajeng District, Gowa Regency. The population in this study were students of grade V of SD Gugus 1 Bajeng District, Gowa Regency and the sample in this study were students of grade Va SD Negeri Panciro and grade Vb SD Negeri Panciro, each class consisting of 23 students. Data collection techniques used in this study were observation, learning outcome tests, and documentation. Data were analyzed using descriptive and inferential analysis. The results of the descriptive analysis showed that critical thinking skills increased through the PBL learning model, this was supported by the results of the average posttest score reaching 87.65. While the ability to write descriptions also increased using the PjBL model, this was supported by the posttest score reaching 83.48. In the inferential results using the Independent Sample t-Test hypothesis test in the pretest experimental class 1 and 2 showed a probability value of 0.001 <significant level of 0.05 and Tcount of -11,532 and in the posttest experimental class 1 and 2 the probability value was 0.01 <significant level of 0.05 and Tcount -12,999 so it can be concluded that there is a significant difference between the PBL model and the PjBL model on critical thinking skills and descriptive writing results of class V students in Cluster 1, Bajeng District, Gowa Regency.

Keywords: *PBL Model, PjBL Model, Critical Thinking, Writing Descriptions.*

ABSTRAK

Nur Fadilah, 2025 Perbandingan Penerapan Model Problem Based Learning (PBL) Dengan Project Based Learning (PjBL) Ditinjau Dari Kemampuan Berpikir Kritis Dan Hasil Menulis Karangan Deskripsi Siswa Kelas V Gugus 1 Kec Bajeng Kab Gowa, Program Magister Pendidikan Dasar, Universitas Muhammadiyah Makassar, Dibimbing Oleh Munirah dan Tarman.

Penelitian ini adalah penelitian *Quasi Eksperimen* yang bertujuan (1) untuk mendeskripsikan kemampuan berpikir kritis siswa melalui model Problem Based Learning (PBL) kelas V SD Gugus 1 Kec Bajeng Kab Gowa, (2) untuk mendeskripsikan kemampuan menulis deskripsi siswa melalui model Project Based Learning (PjBL) kelas V SD Gugus 1 Kec Bajeng Kab Gowa, (3) untuk mengetahui perbedaan antara model PBL dan model PjBL dalam meningkatkan kemampuan berpikir kritis dan hasil menulis deskripsi siswa kelas kelas V SD Gugus 1 Kec Bajeng Kab Gowa. Populasi dalam penelitian ini adalah siswa kelas kelas V SD Gugus 1 Kec Bajeng Kab Gowa dan sampel dalam penelitian ini adalah siswa kelas Va SD Negeri Panciro dan kelas Vb SD Negeri Panciro yang masing-masing kelas terdapat 23 siswa. Teknik pengumpulan data yang digunakan dalam penelitian ini observasi, tes hasil belajar, dan dokumentasi. Data dianalisis menggunakan analisis deskriptif dan inferensial. Hasil analisis deskriptif menunjukkan bahwa keterampilan berpikir kritis meningkat melalui model pembelajaran PBL, hal tersebut didukung oleh hasil nilai rata-rata posttest mencapai 87,65. Sedangkan pada kemampuan menulis deskripsi juga meningkat menggunakan model PjBL, hal tersebut didukung pada nilai posttest yang mencapai 83,48. Pada hasil inferensial dengan menggunakan uji hipotesis *Independent Sample t-Test* pada kelas prettest eksperimen 1 dan 2 menunjukkan nilai probabilitas $0,001 < \text{taraf signifikan}$ $0,05$ dan T_{hitung} sebesar -11.532 dan pada kelas posttest eksperimen 1 dan 2 nilai probabilitas $0,01 < \text{taraf signifikansi}$ $0,05$ dan T_{hitung} -12.999 sehingga dapat disimpulkan bahwa adanya perbedaan yang signifikan anatara model PBL dan model PjBL terhadap kemampuan berpikir kritis dan hasil menulis deskripsi siswa kelas V Gugus 1 Kec Bajeng Kab Gowa.

Kata Kunci : Model PBL, Model PjBL, Berpikir Kritis, Menulis Deskripsi.