

Febri Dwiyanto. 2025. *Pengaruh Penerapan Model Problem Based Learning (PBL) Terhadap Kemampuan Berpikir Kritis Siswa Kelas IV Materi Bilangan Cacah*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Rika Wulandari, S.Pd., M.Pd.

ABSTRAK

Tujuan penelitian ini adalah untuk mengetahui adakah pengaruh penerapan model PBL terhadap kemampuan berpikir kritis siswa kelas IV. Jenis penelitian yang dilakukan adalah *quasi eksperimental* dengan desain *Non Equivalent Control Group Design*. Populasi dari penelitian ini adalah seluruh siswa kelas IV di SDN Baddurih. Teknik pengambilan sampel menggunakan sampel jenuh, yang artinya seluruh populasi dijadikan sebagian sampel sehingga dalam penelitian ini sampel yang digunakan berjumlah 40 siswa. Data penelitian dikumpulkan dengan menggunakan lembar tes kemampuan berpikir kritis siswa, lembar observasi keterlaksanaan kegiatan pembelajaran, dan lembar angket respon siswa dengan penggunaan model pembelajaran PBL. Hasil penelitian menunjukkan bahwa rata-rata hasil kemampuan berpikir kritis siswa pada *posttest* untuk kelas kontrol sebesar 67,35 dan kelas eksperimen sebesar 79,30. Hasil uji hipotesis *independent sample t-test* dari hasil kemampuan berpikir kritis siswa setelah diberikan perlakuan diperoleh nilai signifikansi sebesar $0,001 < 0,025$ dan $t_{hitung} > t_{tabel}$ yaitu $3,637 > 2,042$. Berdasarkan hasil tersebut, maka H_0 ditolak dan H_a diterima, yaitu terdapat perbedaan yang signifikan antara rata-rata hasil kemampuan berpikir kritis siswa antara kelas kontrol dan kelas eksperimen. Dapat disimpulkan bahwa dengan adanya perbedaan rata-rata hasil kemampuan berpikir kritis siswa antara kelas kontrol dan kelas eksperimen, maka terdapat pengaruh penerapan model PBL terhadap kemampuan berpikir kritis siswa kelas IV materi bilangan cacah.

Kata-Kata Kunci: Model PBL, Kemampuan Berpikir Kritis, Bilangan Cacah

Febri Dwiyanto. 2025. The Effect of Implementing the Problem Based Learning (PBL) Model on the Critical Thinking Ability Of Fourth Grade Students' at SDN Baddurih On The Topic Of Whole Numbers. Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University, Madura. Supervisor: Rika Wulandari, S.Pd., M.Pd.

ABSTRACT

The purpose of this study was to determine the effect of implementing the PBL model on the critical thinking ability of fourth-grade students. This study was a quasi-experimental study using a Non-Equivalent Control Group Design. The population of this study was all fourth-grade students at SDN Baddurih. The sampling technique used saturated sampling, meaning the entire population was used as a sample, resulting in a sample size of 40 students. Data were collected using a student critical thinking ability test sheet, an observation sheet for the implementation of learning activities, and a student response questionnaire using the PBL learning model. The results showed that the average posttest score for students' critical thinking ability for the control class was 67.35 and for the experimental class was 79.30. The independent sample t-test results for the students' critical thinking ability after the treatment obtained a significance value of $0.001 < 0.025$, and $t \text{ count} > t \text{ table}$, i.e., $3.637 > 2.042$. Based on these results, H_0 is rejected and H_a is accepted, indicating a significant difference between the average critical thinking ability of students in the control and experimental classes. It can be concluded that the difference in the average critical thinking ability of students in the control and experimental classes indicates the effect of the PBL model on the critical thinking ability of fourth-grade students in the topic of whole numbers.

Keywords: PBL Model, Critical Thinking Ability, Whole Numbers