

ABSTRAK

PENINGKATAN KETERAMPILAN BERPIKIR KRITIS DAN KEAKTIFAN SISWA KELAS V SD MELALUI MODEL PBL MAPEL PPKN DI SD KANISIUS WIROBRAJAN 1

Bella Safira
Universitas Sanata Dharma
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Penelitian ini bertujuan untuk mengetahui dan menganalisis peningkatan keterampilan berpikir kritis dan keaktifan siswa kelas V SD melalui model pembelajaran berbasis PBL mapel PPKn pada materi hak dan kewajiban di SD Kanisius Wirobrajan 1.

Penelitian ini merupakan penelitian tindakan kelas (PTK) yang dilaksanakan pada Bulan Mei 2023 di SD Kanisius Wirobrajan 1. Populasi penelitian adalah siswa-siswi kelas V SD yang berjumlah 34 siswa. Sampel penelitian berjumlah 34 siswa. Teknik pengumpulan data yang digunakan, yakni kuesioner dan Observasi. Teknik analisis data menggunakan analisis data kuantitatif dan data kualitatif.

Hasil analisis data menunjukkan bahwa: (1) Model pembelajaran *problem based learning* (PBL) dapat meningkatkan kemampuan berpikir kritis siswa, pada siklus I mencapai 76% (kriteria sedang), pada siklus II meningkat menjadi 94% (kriteria sangat tinggi) artinya ada peningkatan sebesar 30%; (2) Model *problem based learning* (PBL) dapat meningkatkan keaktifan siswa pada siklus I mencapai 74% (kriteria cukup), pada siklus II meningkat menjadi 100% (kriteria tinggi) artinya ada peningkatan sebesar 50%.

Kata kunci: berpikir kritis, keaktifan, Model PBL.

ABSTRACT

INCREASING CRITICAL THINKING SKILLS AND ACTIVITY OF 5th GRADE STUDENTS THROUGH THE PBL MAPEL PPKN MODEL IN SD KANISIUS WIROBRAJAN 1

Bella Safira
Sanata Dharma University
2023

This study aims to find out and analyze the improvement of critical thinking skills and activeness of fifth grade elementary school students through a learning model based on the subject of rights and obligations at SD Kanisius Wirobrajan 1. This research is a class action research (CAR) which was carried out in May 2023 at Kanisius Wirobrajan 1 Elementary School. The research population was 34 students of class V SD. The research sample was 34 students. Data collection techniques used, namely questionnaires and observations. Data analysis techniques using quantitative data analysis and qualitative data. The results of the data analysis show that: (1) The problem based learning (PBL) learning model can improve students' critical thinking skills in cycle I reaching 76% (sufficient criterion), in cycle II it increases to 94% (high criterion) meaning there is an increase of 30 %; (2) The problem based learning (PBL) learning model can increase student activity in cycle I reaching 74% (sufficient criterion), in cycle II it increases to 100% (high criterion) meaning there is an increase of 50%.

Keywords: *critical thinking, activeness, PBL model.*

