

## ABSTRAK

### **PENGEMBANGAN MODEL *PROBLEM BASED LEARNING* PEMBELAJARAN TEMATIK DALAM POTENSI MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK KELAS V SD AL KAUTSAR**

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Penelitian bertujuan terwujudnya model *Problem Based Learning* (PBL) pada pembelajaran tematik yang layak secara teoritis dan layak digunakan oleh pendidik pada pembelajaran di kelas. Metode penelitian yang digunakan adalah penelitian pengembangan. Populasi penelitian adalah pendidik kelas V SD Al Kautsar yang berjumlah 8 pendidik yang sekaligus dijadikan sampel. Penelitian ini menggunakan Analisis Deskriptif Kualitatif. Teknik pengumpulan data dengan dokumentasi, observasi, dan kuesioner. Produk yang di hasilkan dalam penelitian ini adalah pengembangan model PBL pembelajaran tematik mengadaptasi dari model PBL menurut Richard I. Arends (2015: 421) dan dimplementasikan ke dalam sintak model *Experiential Learning* oleh Kolb (1984) yaitu (1) Tahapan *Diverging* (Kombinasi elemen pengalaman konkrit dan observasi reflektif); (2) Tahapan *Assimilating* (Kombinasi konseptualisasi abstrak dan observasi reflektif); (3) Tahapan *Converging* (Kombinasi konseptualisasi abstrak dan eksperimen aktif); dan (4) Tahapan *Accommodating* (Kombinasi pengalaman konkrit dan eksperimentasi aktif). Produk model PBL pembelajaran tematik yang dikembangkan ini menggunakan prosedur penelitian dan pengembangan *Research and Development* (R&D) Borg and Gall hanya sampai pada tahap 5 (lima), meliputi (1) identifikasi potensi dan masalah; (2) rancangan produk; (3) validasi rancangan produk; (4) revisi produk, dan (5) validasi pengguna produk. Hasil pengembangan produk divalidasi oleh ahli materi menunjukkan hasil 3,30 dengan kriteria layak, serta divalidasi oleh pengguna yaitu pendidik kelas V SD Al Kautsar yang berjumlah 8 orang pendidik untuk mendukung pembentukan pengetahuan dan kemampuan berpikir kritis peserta didik dalam proses pembelajaran di kelas dengan perolehan skor rata-rata 3,53 dengan kriteria layak atau 88,2% dengan predikat sangat baik.

Kata kunci: berpikir kritis, model *problem based learning*, pembelajaran tematik

## **ABSTRACT**

### **DEVELOPMENT OF PROBLEM BASED LEARNING MODEL ON THEMATIC LEARNING IN THE POTENTIAL OF IMPROVING STUDENT'S CRITICAL THINKING ABILITY OF CLASS V AL KAUTSAR PRIMARY SCHOOL**

**By**

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This study aims to create a Problem Based Learning (PBL) model in thematic learning that is theoretically feasible and suitable for use by educators in classroom learning. The research method used is development research. The research population was fifth grade educators at Al Kautsar primary school who collected 8 educators who were also used as samples. This study uses a qualitative descriptive analysis. Data collection techniques with documentation, observation, and questionnaires. The product produced in this study is the development of the Problem Based Learning model in thematic learning adapting the Problem Based Learning model according to Richard I. Arends (2015: 421) and implemented into the Experiential Learning syntax model by Kolb (1984) namely (1) Diverging stages (a combination of elements of concrete experience and reflective observation); (2) Assimilation Stage (Combination of abstract conceptualization and reflective observation); (3) Converging Stage (Combination of abstract conceptualization and active experiment); and (4) Accommodating Stage (Combination of concrete experience and active experimentation). The Problem Based Learning model in thematic learning product model developed using research and development procedures Borg and Gall's Research and Development (R&D) only reached stage 5 (five), including (1) knowing the potential and problems; (2) product design; (3) product design validation; (4) product revision, and (5) product user validation. The results of product development that were validated by material experts showed 3.30 results with appropriate criteria, and were validated by users, namely fifth grade educators at Al Kautsar primary school who gathered 8 educators to support the formation of knowledge and critical thinking skills of students in the learning process in class by the acquisition of an average score of 3.53 with eligible criteria or 88.2% with very good predicate.

**Keywords:** critical thinking, problem based learning model, thematic learning