

ABSTRAK

PENGEMBANGAN MODUL TEMATIK BERBASIS *PROBLEM BASED LEARNING* PADA TEMA 1 SUBTEMA MANUSIA DAN LINGKUNGAN UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS PESERTA DIDIK KELAS V SEKOLAH DASAR

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Penelitian dan pengembangan ini bertujuan untuk menghasilkan produk berupa modul berbasis *Problem Based Learning* yang layak dan efektif untuk meningkatkan keterampilan berpikir kritis peserta didik kelas V Sekolah Dasar. Metode penelitian ini adalah penelitian pengembangan yang mengacu desain Borg & Gall. Penelitian dilakukan di kelas V SDN 1 Sriwijaya. Hasil penelitian ini menunjukkan bahan ajar berbasis *Problem Based Learning* yang dikembangkan layak berdasarkan hasil validasi ahli dengan rata-rata sebesar 83,43%, pendidik sebagai praktisi hasil angket respon sebesar 88% dan peserta didik sebesar 89%. Efektifitas produk diperoleh dari hasil uji *N-Gain* kelas eksperimen sebesar 0,56 dan kelas kontrol sebesar 0,17, serta hasil dari *Independen sample t-test* memperoleh nilai signifikan $0,001 < 0,05$ yang menunjukkan bahwa bahan ajar berbasis *Problem Based Learning* efektif dalam meningkatkan keterampilan berpikir kritis.

Kata kunci: Berpikir Kritis, Modul, *Problem Based Learning*.

ABSTRACT

DEVELOPMENT OF PROBLEM BASED LEARNING MODULE BASED TEACHING MATERIALS ON THEME 1 SUB THEME HUMAN AND ENVIRONMENTAL TO IMPROVE CRITICAL THINKING SKILLS OF FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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This research and development aims to produce a product in the form of appropriate and effective Problem Based Learning-based teaching materials to improve the critical thinking skills of fifth grade elementary school students. This research method is development research which refers to the Borg & Gall design. The research was conducted in the fifth grade of SDN 1 Sriwijaya. The results of this study indicate that the Problem Based Learning-based teaching materials developed are feasible based on the results of expert validation with an average of 83.43%, educators as practitioners of the results of the questionnaire response by 88% and students by 89%. The effectiveness of the product is obtained from the results of the N-Gain test for the experimental class of 0,56 and the control class of 0,17, and the results of the Independent sample t-test obtained a significant value of $0.001 < 0.05$ which indicates that Problem Based Learning-based teaching materials are effective in improve critical thinking skills.

Keywords: Critical Thinking, Problem Based Learning, Teaching materials.