

ABSTRAK

IMPLEMENTASI MODEL *PROBLEM BASED LEARNING* TERINTEGRASI PEMBELAJARAN BERDIFERENSIASI UNTUK MENINGKATKAN *CRITICAL THINKING* *SKILL* PESERTA DIDIK SEKOLAH DASAR

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Masalah penelitian ini adalah rendahnya kemampuan berpikir kritis peserta didik kelas IV karena pendidik belum menggunakan model pembelajaran yang variatif. Penelitian ini bertujuan untuk mendeskripsikan dan menganalisis pengaruh model pembelajaran *Problem Based Learning* terintegrasi pembelajaran berdiferensiasi terhadap kemampuan berpikir kritis pada pembelajaran IPAS. Metode penelitian ini adalah eksperimen semu (*quasi-experiment design*) dengan desain penelitian yaitu *non-equivalent control group design*. Populasi penelitian adalah seluruh peserta didik kelas IV SD Negeri 1 Triharjo dengan jumlah 54 peserta didik. Penentuan sampel penelitian menggunakan teknik *purposive sampling*, yaitu teknik penentuan sampel dari populasi dengan pertimbangan tertentu. Teknik pengumpulan data menggunakan tes, lembar observasi, dan dokumentasi. Pengujian hipotesis menggunakan regresi linier sederhana dengan hasil $F_{hitung} \geq F_{tabel}$ ($54,17 \geq 4,26$), sehingga dapat disimpulkan bahwa terdapat pengaruh model pembelajaran *Problem Based Learning* terintegrasi pembelajaran berdiferensiasi terhadap kemampuan berpikir kritis pada pembelajaran IPAS peserta didik kelas IV di SD Negeri 1 Triharjo.

Kata kunci: kemampuan berpikir kritis, *Problem Based Learning*, pembelajaran berdiferensiasi.

ABSTRACT

IMPLEMENTATION OF PROBLEM-BASED LEARNING MODEL INTEGRATED WITH DIFFERENTIATED INSTRUCTION TO ENHANCE ELEMENTARY SCHOOL STUDENTS' CRITICAL THINKING SKILLS

By

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The research problem in this study is the low critical thinking skills of fourth-grade students due to the lack of varied teaching models used by educators. This study aims to describe and analyze the effect of the Problem-Based Learning model integrated with differentiated instruction on critical thinking skills in IPAS learning. This research employs a quasi-experimental design with a *non-equivalent control group design*. The population consists of all fourth-grade students at SD Negeri 1 Triharjo, totaling 54 students. The sample was determined using *purposive sampling*, a technique where the sample is selected from the population based on specific considerations. Data collection techniques include tests, observation sheets, and documentation. Hypothesis testing was conducted using simple linear regression, yielding $F_{\text{calculated}} \geq F_{\text{table}}$ ($54.17 \geq 4.26$), leading to the conclusion that the Problem-Based Learning model integrated with differentiated instruction significantly affects the critical thinking skills of fourth-grade students in IPAS learning at SD Negeri 1 Triharjo.

Keywords: critical thinking skills, Problem-Based Learning, differentiated instruction.