

ABSTRAK

PENGARUH *PROBLEM-BASED LEARNING* DENGAN STRATEGI KOLABORATIF BERBANTUAN *PUZZLE* TERHADAP KEMAMPUAN BERPIKIR KRITIS PADA PEMBELAJARAN MATEMATIKA KELAS IV

Oleh

KHUSNUL RAMDHANI RIANATA

Masalah pada penelitian ini adalah rendahnya kemaampuan berpikir kritis pada pembelajaran matematika peserta didik kelas IV SDN 3 Kresnomulyo. Penelitian ini bertujuan untuk menganalisis (1) pengaruh *problem based learning* dengan strategi kolaboratif berbantuan *puzzle* terhadap kemampuan berpikir kritis pada pembelajaran matematika kelas IV, (2) pengaruh *problem based learning* dengan media video pembelajaran terhadap kemampuan berpikir kritis pada pembelajaran matematika kelas IV, (3) perbedaan pengaruh *problem based learning* dengan strategi kolaboratif berbantuan *puzzle* dan pengaruh *problem based learning* dengan media video pembelajaran terhadap kemaampuan berpikir kritis pada pembelajaran matematika kelas IV. Metode penelitian ini adalah *quasi experimental design* dengan populasi berjumlah 50 peserta didik dan sampel sebanyak 50 peserta didik. Penentuan sampel menggunakan teknik sampling jenuh. Pengujian hipotesis menggunakan regresi linear sederhana dan uji t. Hasil penelitian menunjukkan 1) Bahwa nilai F_{hitung} yaitu $64,23 > F_{tabel} 4,28$ sehingga terdapat pengaruh model *problem based learning* dengan strategi kolaboratif berbantuan *puzzle* terhadap kemampuan berpikir kritis pada pembelajaran matematika kelas IV, (2) Hasil nilai F_{hitung} yaitu $42,16 > F_{tabel} 4,28$ sehingga terdapat pengaruh model *problem based learning* dengan media video pembelajaran terhadap kemampuan berpikir kritis pada pembelajaran matematika kelas IV, (3) Nilai t_{hitung} yaitu $2,995 > t_{tabel} 2,011$ artinya dapat disimpulkan bahwa model *problem based learning* dengan strategi kolaboratif lebih berpengaruh dibandingkan dengan model *problem based learning* menggunakan video pembelajaran terhadap kemampuan berpikir kritis peserta didik.

Kata kunci: berpikir kritis, *problem based learning*, *puzzle* strategi kolaboratif

ABSTRACT

THE EFFECT OF PROBLEM-BASED LEARNING WITH PUZZLE ASSISTED COLLABORATIVE STRATEGY ON CRITICAL THINKING ABILITY IN GRADE IV MATHEMATICS LEARNING

By

KHUSNUL RAMDHANI RIANATA

The problem in this study was the low critical thinking ability in mathematics learning of grade IV students of SDN 3 Kresnomulyo. This study aimed to analyze (1) the effect of problem-based learning with collaborative strategies assisted by puzzles on critical thinking skills in mathematics learning of grade IV, (2) the effect of problem-based learning with learning video media on critical thinking skills in mathematics learning of grade IV, (3) the difference in the effect of problem-based learning with collaborative strategies assisted by puzzles and the effect of problem-based learning with learning video media on critical thinking skills in mathematics learning of grade IV. This research method was a quasi-experimental design with a population of 50 students and a sample of 50 students. Determination of the sample was carried out using saturated sampling techniques. Hypothesis testing was conducted using simple linear regression and t-test. The results of the study showed (1) that the F count value was $64.23 > F \text{ table } 4.28$ so that there was an influence of the problem-based learning model with a collaborative strategy assisted by puzzles on critical thinking skills in fourth grade mathematics learning, (2) the F count value was $42.16 > F \text{ table } 4.28$ so that there was an influence of the problem-based learning model with learning video media on critical thinking skills in fourth grade mathematics learning, (3) the t count value was $2.995 > t \text{ table } 2.011$, meaning that it could be concluded that the problem-based learning model with a collaborative strategy had a greater influence than the problem-based learning model using learning videos on students' critical thinking skills.

Keywords: critical thinking, problem based learning, puzzle, collaborative strategies