

ABSTRAK

PENERAPAN MODEL *PROBLEM BASED LEARNING* BERBASIS TPACK TERHADAP KEMAMPUAN BERPIKIR KRITIS IPAS PESERTA DIDIK KELAS V SEKOLAH DASAR

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Masalah penelitian ini adalah rendahnya kemampuan berpikir kritis IPAS peserta didik kelas V di SD Negeri 6 Metro Timur. Penelitian ini bertujuan untuk mengetahui penerapan model *problem based learning* berbasis TPACK 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 dan sampel dalam penelitian adalah seluruh peserta didik kelas V SD Negeri 6 Metro Timur dengan jumlah 40 peserta didik. Penentuan sampel penelitian menggunakan teknik sampling jenuh yaitu teknik penentuan sampel apabila semua anggota populasi digunakan sebagai sampel. Teknik pengumpulan data menggunakan tes berupa soal essay dengan indikator kemampuan berpikir kritis dan non tes berupa observasi dan dokumentasi. Pengujian hipotesis menggunakan regresi linier sederhana dengan hasil penelitian bahwa model *problem based learning* berbasis TPACK berpengaruh terhadap kemampuan berpikir kritis IPAS peserta didik kelas V di SD Negeri 6 Metro Timur Tahun Ajaran 2024/2025.

Kata kunci: kemampuan berpikir kritis, *problem based learning*, tpack

ABSTRACT

IMPLEMENTATION OF TPACK BASED PROBLEM BASED LEARNING MODEL ON FIFTH GRADE ELEMENTARY SCHOOL STUDENTS CRITICAL THINKING SKILLS IN IPAS

By

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The problem of this research was the low critical thinking skills in Science and Social Studies (IPAS) among fifth-grade students at SD Negeri 6 Metro Timur. This study aimed to determine the implementation of the TPACK-based problem-based learning model on students' critical thinking skills in IPAS learning. The research method used was a quasi-experimental design with a non-equivalent control group design. The population and sample of this research consisted of all fifth-grade students at SD Negeri 6 Metro Timur, totaling 40 students. The sampling technique used was saturated sampling, which is a technique where all members of the population are used as the sample. Data collection techniques included tests in the form of essay questions based on critical thinking indicators, and non-test instruments in the form of observation and documentation. The hypothesis was tested using simple linear regression, and the results showed that the TPACK-based problem-based learning model had an effect on the critical thinking skills of fifth-grade students in IPAS at SD Negeri 6 Metro Timur in the 2024/2025 academic year.

Keywords: critical thinking skills, problem based learning, tpack