

ABSTRAK

PENGARUH MODEL *PROBLEM-BASED LEARNING* TERINTEGRASI ETNOSAINS TERHADAP KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK PADA MATA PELAJARAN IPAS KELAS IV SEKOLAH DASAR

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Masalah pada penelitian ini adalah rendahnya kemampuan berpikir kritis peserta didik pada mata pelajaran IPAS kelas IV sekolah dasar. Tujuan penelitian ini adalah untuk mengetahui pengaruh penggunaan model *problem-based learning* terintegrasi etnosains terhadap kemampuan berpikir kritis pada mata pelajaran IPAS kelas IV sekolah dasar. Penelitian menggunakan metode kuantitatif dengan desain *quasi experimental tipe non-equivalent control group design*. Populasi dan sampel dalam penelitian ini diperoleh melalui teknik *purposive sampling* dengan jumlah sampel sebanyak 48 orang peserta didik. Teknik pengumpulan data dengan teknik tes dan non tes. Data diuji hipotesisnya dengan menggunakan uji regresi linier sederhana. Hasil Penelitian menunjukkan bahwa terdapat pengaruh penggunaan model *problem-based learning* terintegrasi etnosains terhadap kemampuan berpikir kritis peserta didik pada mata pelajaran IPAS kelas IV sekolah dasar.

Kata Kunci: berpikir kritis, etnosains, IPAS, *problem-based learning*.

ABSTRACT

THE EFFECT OF PROBLEM-BASED LEARNING MODEL INTEGRATED WITH ETHNOSCIENCE ON CRITICAL THINKING SKILLS OF STUDENTS ON THE SUBJECT OF IPAS IN CLASS IV OF ELEMENTARY SCHOOL

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The problem in this study was the low critical thinking skills of students in IPAS subjects in grade IV elementary school. The purpose of this study is to determine the effect of using the problem-based learning model integrated with ethnoscience on critical thinking skills in IPAS subjects in grade IV elementary school. The study used a quantitative method with a quasi-experimental non-equivalent control group design. The population and sample in this study were obtained through purposive sampling with a sample size of 48 students. Data collection techniques included tests and non-tests. The data were tested for hypotheses using simple linear regression tests. The results of the study indicate that the use of the ethnoscience-integrated problem-based learning model has an effect on critical thinking skills in fourth-grade IPAS subjects in elementary schools.

Keywords: critical thinking, ethnoscience, IPAS, problem-based learning.