

ABSTRAK

RAHIMAH AINUN HARAHAHAP, (2017). Peningkatan Kemampuan Berpikir Kritis dan Kemandirian Belajar PKn Siswa SD Negeri 067240 Medan Tembung Melalui model *Problem Based Learning* Tahun Pelajaran 2016/2017. Tesis Program Studi Pendidikan Dasar Pascasarjana Universitas Negeri Medan, 2017.

Permasalahan dalam penelitian ini adalah pembelajaran yang masih berpusat pada guru yang menyebabkan siswa terpacu pada menghafal materi sehingga hanya menyentuh kemampuan berpikir tingkat rendah. Siswa hanya mendengarkan dan mencatat apa yang disampaikan guru dan menjawab pertanyaan yang diajukan guru. Tujuan penelitian ini untuk mengetahui perbedaan peningkatan kemampuan berpikir kritis, kemandirian belajar siswa yang diberi *problem based learning* dengan siswa yang diberi pembelajaran konvensional serta interaksi antara pembelajaran dengan kemampuan awal siswa. Jenis penelitian adalah quasi eksperimen dengan populasi seluruh siswa SDN 067240 Medan Tembung dan sampel dalam penelitian ini adalah siswa kelas IV dengan mengambil dua kelas (kelas eksperimen dan kelas kontrol) sebanyak 50 orang siswa. Instrumen yang digunakan terdiri dari tes kemampuan berpikir kritis dan skala kemandirian belajar. Data dianalisis dengan uji ANAVA dua jalur. Berdasarkan hasil analisis tersebut diperoleh yaitu: (1) peningkatan kemampuan berpikir kritis siswa yang diberi *problem based learning* lebih tinggi daripada siswa yang diberi pembelajaran konvensional; (2) terdapat interaksi antara pembelajaran dengan kemampuan awal siswa terhadap peningkatan kemampuan berpikir kritis siswa; (3) peningkatan kemandirian belajar siswa yang diberi *problem based learning* lebih tinggi daripada siswa yang diberi pembelajaran konvensional. Berdasarkan hasil penelitian ini, disarankan agar *problem based learning* dijadikan alternatif bagi guru untuk meningkatkan kemampuan berpikir kritis dan kemandirian belajar siswa.

Kata Kunci: Berpikir Kritis, Kemandirian Belajar, *problem based learning*

ABSTRACT

RAHIMAH AINUN HARAHAHAP, (2017). The Improvement of Critical Thinking Skill and Self-reliance in Learning Civics Education at Students of SDN 067240 Medan Tembung Through Problem Based Learning Model Academic Year 2016/2017. Thesis of Basic Education at Postgraduate Program State University of Medan (Unimed), 2017.

The problem in this research is the teacher-centered learning that causes the students to be glued to memorize the material so that it only touches the ability of low level thinking. The purpose of this research is to know the difference of improvement of critical thinking ability, the learning independence of students who are given problem based learning with students who were given conventional learning and the interaction between the learning with the students initial ability. The type of research is quasi experiment with the population in this study are all students of SDN 067240 Medan Tembung and the sample in this study are the fourth grade students by taking two classes (experimental class and class control) of 50 students. The instrument used consists of critical thinking skills and learning independence scales. Data are analyzed by using two-way ANAVA test. Based on the results of the analysis are obtained: (1) The improvement of critical thinking skills of students who are given problem-based learning is higher than students who are given conventional learning; (2) There is no interaction between learning with students' early math ability to improve students' critical thinking ability; (3) The increasing of the students in learning independence given problem based learning is higher than students who are given conventional learning. Based on the results of this study, it is suggested that problem based learning can be used as an alternative for teachers to improve the ability of critical thinking of students and learning independence of students.

Keywords: Critical Thinking; Learning Independence, *Problem Based Learning*