

## ABSTRAK

**MARIA BARUS, NIM. 8156181016. Pengaruh Model Pembelajaran Problem Based Learning (PBL) dan Motivasi Belajar Terhadap Hasil Belajar dan Berpikir Kritis pada Materi Konduktor dan Isolator di SD Jenderal Sudirman Medan. Tesis. Program Studi Pendidikan Dasar Pascasarjana Universitas Negeri Medan (UNIMED). Medan. 2018.**

Penelitian ini dilatarbelakangi hasil belajar IPA masih jauh di bawah nilai KKM, Model pembelajaran yang belum mampu membuat siswa aktif, mandiri, dan bisa mengembangkan pengetahuan dari hasil belajar di kelas, Siswa tidak memiliki kemampuan berpikir kritis dan Rendahnya motivasi belajar siswa. Penelitian ini dilakukan pada siswa kelas VI SD Jenderal Sudirman Medan yang bertujuan untuk mengetahui : (1) Pengaruh model pembelajaran PBL terhadap hasil belajar IPA siswa; (2) Pengaruh motivasi belajar terhadap hasil belajar IPA siswa; (3) Pengaruh motivasi belajar terhadap kemampuan berpikir kritis siswa; (4) Pengaruh model pembelajaran PBL terhadap kemampuan berpikir kritis siswa; (5) Pengaruh interaksi model pembelajaran PBL dan motivasi belajar terhadap hasil belajar IPA siswa; (6) Pengaruh interaksi model pembelajaran PBL dan motivasi belajar terhadap kemampuan berpikir kritis siswa. Teknik sampel dalam penelitian ini dilakukan secara *cluster random sampling* sebanyak dua kelas, kelas VI<sub>1</sub> sebanyak 30 siswa sebagai kelas kontrol dengan model pembelajaran PBL dan kelas VI<sub>2</sub> sebagai kelas kontrol sebanyak 30 siswa yang dibelajarkan dengan model pembelajaran konvensional. Instrumen pengumpulan data dengan menggunakan: (1) Angket motivasi dalam bentuk pernyataan sebanyak 30 item; (2) Tes hasil belajar dalam bentuk pilihan ganda dan uraian berjumlah 25 item; dan (3) Tes berpikir kritis dalam bentuk uraian sebanyak 15 item. Metode penelitian ini kuasi eksperimen dengan teknik analisis data menggunakan uji Anova 2 jalur dengan taraf signifikan  $\alpha = 0.05$ . Hasil penelitian ini diperoleh bahwa: (1) Terdapat pengaruh model pembelajaran terhadap hasil belajar IPA siswa ( $\alpha=0.05$ ,  $p=0.000$ ); (2) Terdapat pengaruh motivasi belajar terhadap hasil belajar IPA siswa; ( $\alpha=0.05$ ,  $p=0.001$ ); (3) Terdapat pengaruh motivasi belajar terhadap berpikir kritis siswa; ( $\alpha=0.05$ ,  $p=0.000$ ); (4) Terdapat pengaruh model pembelajaran terhadap berpikir kritis siswa; ( $\alpha=0.05$ ,  $p=0.003$ ); (5) Terdapat interaksi antara model pembelajaran dan motivasi belajar terhadap hasil belajar siswa; ( $\alpha=0.05$ ,  $p=0.00$ ); (6) Terdapat interaksi antara model pembelajaran dan motivasi belajar terhadap berpikir kritis; ( $\alpha=0.05$ ,  $p=0.007$ )

**Kata Kunci:** Pembelajaran Problem Based Learning, Pembelajaran Konvensional, Motivasi, Hasil Belajar IPA, Berpikir Kritis.

## ABSTRACT

**MARIA BARUS, NIM. 8156181016. Influence of Problem Based Learning Model (PBL) and Motivation on Student's Learning Outcomes and Critical Thinking on Conductor and Insulator Materials in Primary Six Class at Jenderal Sudirman School. Thesis. Elementary Study Program at State University of Medan (UNIMED). Medan. 2018.**

The background of this research was the learning result science lesson is less than the KKM (Minimum Completeness Criteria), learning model was not able to make interactive students and could not develop the knowledge from learning result in the class, students had lower critical thinking and learning motivation. This research was conducted on Grade 6 students at Jenderal Sudirman School, Medan to learn about: (1) The influence of PBL learning model on students' learning outcomes; (2) The influence of learning motivation on students' learning outcomes; (3) The influence of learning motivation on students' critical thinking skills; (4) The influence of PBL learning model on students' critical thinking skills; (5) The influence of interaction between PBL learning model and learning motivation on students' learning outcomes; (6) The influence of interaction between PBL learning model and learning motivation on students' critical thinking. The sample technique in this research was random cluster sampling by taking two classes, class VI<sub>1</sub> up to 30 students as a experimental class with PBL learning model and class VI<sub>2</sub> as a control class up to 30 students which was taught by the conventional learning model. The collection of instrument data used: (1) the motivation questionnaire which consists of 30 statements; (2) test of learning result in a multiple choice and a essay test of 25 items; and (3) critical thinking test in the essay test form consists of 15 questions. This research method was quasi-experimental with the data analysis technique using the 2-way Anova test with a significant level  $\alpha = 0.05$ . The results of this study revealed that: (1) there was influence of the learning model on students' learning outcomes ( $\alpha = 0.05$ ,  $p = 0.000$ ); (2) There was an influence of learning motivation on the students' learning outcome; ( $\alpha = 0.05$ ,  $p = 0.001$ ); (3) There was an influence of learning motivation on students' critical thinking; ( $\alpha = 0.05$ ,  $p = 0.000$ ); (4) There was an influence of the learning model on students' critical thinking; ( $\alpha = 0.05$ ,  $p = 0.003$ ); (5) There was an interaction between the learning model and the learning motivation toward students' learning outcomes; ( $\alpha = 0.05$ ,  $p = 0.000$ ); (6) There was an interaction between the learning model and the motivation toward students' learning critical thinking; ( $\alpha = 0.05$ ,  $p = 0.007$ ).

**Keywords:** Conventional learning, critical thinking, learning outcome, motivation problem-based learning.