ABSTRAK

Siti Khairani (8156182074). Pengaruh Model Pembelajaran *Problem Based Learning* (PBL) Berbasis Kolaboratif dan Motivasi Terhadap Kemampuan Berpikir Kritis Siswa Pada Mata Pelajaran IPA di Kelas V SD Negeri 105390 Pulau Gambar T.A 2019/2020. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, 2020.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Problem Based Learning* (PBL) dan Motivasi terhadap kemampuan berpikir kritis siswa, serta interaksi antara model pembelajaran dengan motivasi belajar terhadap kemampuan berpikir kritis siswa. Penelitian ini dilaksanakan di SD Negeri 105390 pada semester genap pada tahun ajaran 2019/2020. Populasi dalam penelitian ini adalah siswa kelas V SD Negeri 105390 Pulau Gambar yang berjumlah 55 orang. Pengambilan sampel dilakukan secara *total sampling* yaitu kelas V_a dan V_b. Kelas V_b sebagai kelas eksperimen yang diajarkan dengan model *Problem Based Learning* (PBL) berbasis kolaboratif dengan jumlah siswa 28 orang. Sedangkan untuk kelas V_a sebagai kelas kontrol diajarkan dengan model pembelajaran langsung (*direct instruction*) dengan jumlah siswa sebanyak 27 orang siswa. Jenis penelitian ini termasuk penelitian *quasi eksperimen* dengan desain faktorial 2x2 dengan teknik analisis *varians* (ANAVA) 2 jalur. Berdasarkan hasil analisis dan temuan peneliti dari lapangan diperoleh beberapa kesimpulan yang merupakan jawaban atas pertanyaan-pertanyaan pada rumusan masalah, diantaranya kemampuan berpikir kritis siswa yang diajarkan dengan model pembelajaran *Problem Based Learning* berbasis kolaboratif lebih baik dari siswa yang diajarkan dengan model pembelajaran langsung (sig.=0,000<0,05), kemampuan berpikir kritis siswa yang memiliki motivasi tinggi lebih baik dari siswa yang memiliki motivasi rendah (sig.=0,01<0,05), dan terdapat interaksi antara kedua model pembelajaran dengan tingkat motivasi dalam mempengaruhi kemampuan berpikir kritis siswa (sig.=0,02 <0,05).

Kata Kunci : **Kemampuan Berpikir Kritis, Motivasi, *Problem Based Learning* (PBL) Berbasis Kolaboratif**

ABSTRACT

Siti Khairani (8156182074). The Effect of Collaborative Problem Based Learning (PBL) Learning Model and Motivation on Student's Critical Thinking Ability in Science Subjects in Class V SD Negeri 105390 Pulau Gambar TA 2019/2020. Thesis. Medan: Postgraduate Program, State University of Medan, 2020.

This study aims to determine the effect of the learning model Problem Based Learning (PBL) and motivation towards student's critical thinking skills, as well as the interaction between learning models and learning motivation on student's critical thinking skills. This research was conducted at SD Negeri 105390 in the even semester of the 2019/2020 school year. The population in this study were the fifth grade students of SD Negeri 105390 Pulau Gambar, totaling 55 people. Sampling was done by total sampling, namely class V_a and V_b. Class V_b is an experimental class that is taught with a collaborative Problem Based Learning (PBL) model with a total of 28 students. Whereas for V_a class as a control class, it is taught using direct instruction model with 27 students. This research is a quasi-experimental study with a 2x2 factorial design with 2-way analysis of variance (ANAVA) techniques. Based on the results of the analysis and the findings of researchers from the field, several conclusions were obtained which were the answers to the questions on the problem formulation, including the critical thinking skills of students who were taught with collaborative based Problem Based Learning learning models better than students taught with direct learning models (sig.= 0.000<0.05), the critical thinking ability of students who have high motivation is better than students who have low motivation (sig.= 0.01<0.05), and there is an interaction between the two learning models and the level of motivation in influencing the ability student's critical thinking (sig.= 0.02<0.05).

Keywords : Critical Thinking Ability, Motivation, Collaborative Based Problem Based Learning (PBL)