

# **THE EFFECT OF PROBLEM-BASED LEARNING (PBL) MODEL ON THE CRITICAL THINKING ABILITY OF IPAS STUDENTS IN CLASS IV SDN 2 LEMBANG**

**(A Quasi-Experimental Study of Class IV of SD Negeri 2 Lembang)**

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## **ABSTRACT**

This study was motivated by the phenomenon that occurred at SDN 2 Lembang regarding the critical thinking ability of students' IPAS learning in substance material and its changes in class IV. During learning, there are still students who lack interest in learning, find it difficult to understand the material presented by the teacher, lack of focus of students in learning and consider IPAS material difficult and boring. So that students are passive in learning, cannot express their own opinions. Students also have not achieved optimal critical thinking skills, because when given a stimulus students answer together and do not dare to express their own opinions. The purpose of this study was to determine the effect and critical thinking skills of IPAS learning between classes using the Problem Based Learning model and classes using conventional models on the critical thinking skills of fourth grade students at SDN 2 Lembang. This study used a quantitative approach with a quasi-experimental research design (Quasi Experimental Design). Data processing techniques used in this study are normality test, homogeneity, Mann-Whitney U test and effect size test. Based on the results of the Mann-Whitney U calculation with the value of Asymp.Sig. (2-tailed) of  $0.000 > 0.05$ . The effect size test also found a result of 2.10 with an effect interpretation of  $0.05 < 2.10$ , which means that it can be concluded that there is a positive and significant influence on students who use the Problem Based Learning model on the critical thinking skills of IPAS class IV SDN 2 Lembang.

**Keywords:** Problem Based Learning, Critical Thinking, IPAS Learning