

BAB V

SIMPULAN, IMPLIKASI, DAN REKOMENDASI

A. Simpulan

Beberapa hal berikut dapat disimpulkan berdasarkan analisis data dan diskusi hasil penelitian:

1. Model pembelajaran 3C3R PBL memiliki karakteristik yang mengarah pada masalah sebagai dasar pembelajaran bagi peserta didik. Masalah yang digunakan dirancang agar autentik dan relevan kehidupan sehari-hari peserta didik. Proses perumusan masalah melibatkan tahapan 3C3R yang mencakup analisis tujuan pembelajaran, konten, konteks, dan koneksi yang ada. Peneliti juga terlibat dalam melakukan *researching*, *reasoning*, dan *reflecting* dalam merancang masalah tersebut. Rancangan masalah dilakukan dengan sembilan tahapan. Rancangan masalah tersebut dituangkan dalam lembar kerja peserta didik (LKPD) dan rencana pelaksanaan pembelajaran (RPP). LKPD dan RPP dirancang dengan mengacu pada sintaks atau tahapan pembelajaran *problem based learning* (Tan, 2003) dengan juga menerapkan pendekatan *inquiry*. Impelementasi model tersebut belum optimal karena peserta didik kelas VII belum terbiasa melakukan percobaan. Peserta didik antusias dalam membuat poster dan menunjukkannya meskipun belum terbiasa mempresentasikannya di depan teman-teman sekelasnya.
2. Peningkatan keterampilan berpikir kritis berada dalam kategori sedang pada peserta didik yang belajar melalui implementasi model 3C3R *Problem Based Learning*. Peningkatan aspek keterampilan berpikir kritis tertinggi yaitu pada aspek Analisis, sedangkan yang terendah pada aspek eksplanasi.
3. Peningkatan keterampilan pemecahan masalah berada dalam kategori sedang pada peserta didik yang belajar melalui implementasi model 3C3R *Problem Based Learning*. Peningkatan aspek keterampilan pemecahan masalah tertinggi yaitu pada aspek keterampilan Menjelajahi Kemungkinan Strategi, sedangkan yang terendah pada aspek Melakukan Evaluasi.

4. Implementasi model *3C3R Problem Based Learning* berdampak atau memiliki pengaruh pada peningkatan keterampilan berpikir kritis dan kemampuan peserta didik dalam memecahkan masalah terkait materi perubahan iklim.
5. Keterampilan berpikir kritis dan pemecahan masalah menunjukkan korelasi atau hubungan yang signifikan begitu pun korelasi dari setiap aspeknya.
6. Peserta didik menilai bahwa Guru/ Peneliti telah merencanakan permasalahan yang diberikan dalam kegiatan pembelajaran perubahan iklim dengan baik, peserta didik juga sangat setuju telah memberikan penilaian pada kelompoknya sendiri dengan jujur, dan mempresentasikan poster pemanasan global buatan kelompoknya.

B. Implikasi

Penelitian yang menggunakan model *3C3R Problem Based Learning* dalam pembelajaran IPA memiliki implikasi signifikan baik secara teoritis maupun praktis.

1. Implikasi Teoritis

Dari segi teoritis, penerapan model *3C3R Problem Based Learning* pada materi IPA yang berhubungan dengan masalah sehari-hari dapat meningkatkan keterampilan berpikir kritis dalam aspek interpretasi, analisis, inferensi, evaluasi, eksplanasi, dan regulasi diri serta keterampilan pemecahan masalah pada aspek mengidentifikasi masalah; mendefinisikan dan merepresentasikan masalah; menjelajahi kemungkinan strategi; bertindak pada strategi; dan melakukan evaluasi. Tahapan model *3C3R Problem Based Learning* memberikan pengalaman baru bagi peserta didik dalam mempelajari IPA sehingga pembelajaran menjadi lebih bermakna karena peserta didik lebih mandiri dalam membangun pengetahuannya dalam proses pembelajaran. Hal ini dibuktikan berdasarkan temuan penelitian yang menyimpulkan bahwa implementasi model *3C3R Problem Based Learning* secara signifikan dapat meningkatkan keterampilan berpikir kritis dan pemecahan masalah peserta didik. Selain itu, pengimplementasian model tersebut juga membuat peserta didik lebih memperhatikan dan peduli terhadap masalah lingkungan yang berkembang di sekitarnya.

2. Implikasi Praktis

Model *3C3R Problem Based Learning* merupakan sebuah inovasi yang dilakukan guna mengatasi permasalahan yang akan dihadapi peserta didik di era globalisasi. Model *3C3R PBL* dapat dijadikan model pembelajaran alternatif dengan menyesuaikan karakteristik materi ajar dan tujuan pembelajaran serta dapat mengeksplor isu lingkungan di sekitar masyarakat setempat.

C. Rekomendasi

Berdasarkan temuan, pembahasan, dan kesimpulan dari penelitian ini, dapat diusulkan beberapa rekomendasi sebagai berikut:

1. Terdapat indikasi bahwa kualitas proses pembelajaran masih belum optimal, ditandai dengan pencapaian keterampilan berpikir kritis dan pemecahan masalah yang belum maksimal. Siswa belum terbiasa dengan tahapan pembelajaran menggunakan model *3C3R Problem Based Learning*. Oleh karena itu, perlu mendorong kelanjutan pembelajaran dengan model tersebut kepada para guru agar terjadi kontinuitas yang baik.
2. Pelaksanaan penelitian ini memiliki kekurangan tertentu. Oleh karena itu, perlu saran perbaikan untuk penelitian selanjutnya terkait dengan model *3C3R Problem Based Learning*. Peneliti juga perlu memperhatikan alokasi waktu dan perangkat pembelajaran yang digunakan selama penelitian.
3. Peningkatan yang tidak signifikan pada beberapa aspek keterampilan berpikir kritis dan pemecahan masalah mengindikasikan bahwa penelitian ini dapat menjadi referensi bagi peneliti lain yang menghadapi masalah serupa. Disarankan agar peneliti lain memfokuskan upaya dalam mengatasi masalah tersebut dengan mendorong peserta didik untuk melakukan percobaan secara mandiri, sehingga siswa dapat memahami bagaimana menentukan variabel, menghubungkan variabel, dan merumuskan hipotesis percobaan.

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