

ABSTRAK

**Peningkatan Kemampuan Berpikir Kritis Peserta Didik melalui Model *Problem Based Learning* dalam pembelajaran IPS
(Penelitian Tindakan Kelas di Kelas VII F SMP Al Falah Bandung)**

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Pembelajaran IPS sekarang ini dituntut untuk dapat memperhatikan aspek berpikir dan mengembangkan pola nalar dari peserta didik. Oleh karena itu dibutuhkan penerapan model pembelajaran yang mampu menciptakan suasana belajar peserta didik yang aktif serta melatih kemampuan berpikir sehingga dapat memecahkan masalah. Hal tersebut dapat diupayakan dengan menerapkan model *Problem Based Learning (PBL)*. Diharapkan model PBL lebih baik untuk meningkatkan keaktifan peserta didik dalam berpikir kritis. Penelitian ini menggunakan metode Penelitian Tindakan Kelas (PTK) dengan model siklus Kemmis dan Mc Taggart. Subjek dalam penelitian ini adalah peserta didik SMP Al Falah. Teknik pengumpulan data yang digunakan terdiri atas dokumentasi, observasi, dan wawancara. Hasil penelitian menunjukkan, sebelum melakukan tindakan, terlebih dahulu dibuat perencanaan berupa pembuatan RPP beserta instrument. Selanjutnya dalam melaksanakan tindakan dengan menggunakan Model *Problem Based Learning* terdiri dari tiga siklus berjalan dengan baik. Rekapitulasi tingkat kemampuan berpikir kritis dalam presentasi diketahui bahwa pada siklus satu rata-rata kelas VII F 60%, siklus II 70%, dan pada siklus III 80%. Rekapitulasi hasil tes berpikir kritis peserta didik juga diketahui bahwa pada siklus satu rata-rata kelas VII F mencapai skor 51, siklus II 65; dan pada siklus III 75. Berbagai kendala dihadapi dalam penelitian ini, tetapi yang paling sering muncul dalam penelitian ini adalah peserta didik kurang dapat memahami instruksi dan pertanyaan yang terdapat dalam LKS. Hal ini dapat diatasi dengan cara memberikan penjelasan yang lebih mendetail terhadap maksud dari LKS tersebut.

Kata Kunci : *Problem Based Learning (PBL)*, berpikir kritis, pembelajaran IPS

ABSTRACT

**Students' Critical Thinking Skill Improvement through *Problem Based Learning*
Model
in Social Studies Learning
(Classroom Action Research in Class VII F of SMP Al Falah Bandung)**

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Nowadays, the learning objective of social studies is make students to be able to develop their thinking aspect and reasoning pattern. Therefore, a learning model which can create students' active learning environment and train their thinking ability to solve everyday problems needs to be applied. This can be attempted by applying *Problem Based Learning* model. It is expected that problem based learning could be better in improving students' activeness in thinking critically. This study used a *Classroom Action Research* method with the cycle model adopted from Kemmis and Mc Taggart. The subjects in this study were Junior high school students of Al Falah. Techniques of data collection were documentation method, observation, and interview. The results of the study show that before performing the teaching process, lesson planning and instruments were written first. Furthermore, Problem Based Learning application consisted of the three cycles run well. Recapitulation of students' critical thinking level reveals that at the first cycle, the average percentage of class VII F was 60%, at the second cycle, the average percentage of class VII F was 70%, and at the third cycle, the average percentage of class VII F was 80 %. Recapitulation of students' critical thinking test result reveals that at the first cycle, students' average score at class VII F was 51, at the second cycle, students' mean score was 65, and at the third cycle, students' mean score was 75. Various obstacles were encountered during the study, but the most frequently obstacle is students had difficulty in understanding the instructions and questions in their work sheet. This can be overcome by providing a more detailed explanation regarding the intention of the work sheet.

Keywords: *Problem Based Learning*, critical thinking, social studies learning

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PENINGKATAN KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK MELALUI MODEL PROBLEM BASED LEARNING DALAM PEMBELAJARAN IPS

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