

ABSTRACT

The aim of this research is to improve students' critical thinking skills in science by implementing a Project Based Learning model assisted by video media. The sample taken was class V, totaling 24 students. The location of this research was carried out at Nagrak State Elementary School. The research method used is Mixed Methods with an Explanatory Sequential design used. Data obtained through pretest and posttest questions, student difficulty questionnaires and teacher obstacle interviews. In the quantitative stage, the experimental method was used with a pre post one group design and in the qualitative stage, the descriptive method was used with data collection techniques in the form of interviews and questionnaires.

The increase in critical thinking skills can be seen from the average N-gain results of 0.65 . Shapiro Wilk test results. The data obtained shows that the pre-test is significant, namely 0.170, Posttest 0.064 < 0.05. Sig. T-test results (Paired-Samples T Test). (2-tailed) is 0.000 < 0.5, so it can be concluded that H_1 is accepted, thus there is a difference in the average critical thinking ability of students using the project based learning model. The results of the questionnaire obtained were that the majority of students did not experience difficulties. So it can be concluded that the project based learning model can improve critical thinking skills in science learning for fifth grade elementary school students.

Keywords: *Critical Thinking Ability, Project Based Learning Model, Science.*

ABSTRAK

Tujuan dari penelitian ini untuk meningkatkan kemampuan berpikir kritis IPA siswa dengan menerapkan model *Project Based Learning* berbantuan media video. Sampel yang diambil adalah kelas V yang berjumlah 24 siswa. Lokasi penelitian ini dilakukan di SD Negeri Nagrak. Metode yang digunakan penelitian adalah *Mixed Methods* dengan desain yang digunakan *Eksplanatory Sequential*. Data yang di peroleh melalui soal *pretest* dan *posttest*, Angket kesulitan siswa dan wawancara kendala guru. Pada tahap kuantitatif menggunakan metode eksperimen dengan desain *pre post one group design* dan tahap kualitatifnya menggunakan metode deskriptif dengan Teknik pengumpulan data berupa wawancara dan angket.

Peningkatan kemampuan berpikir kritis dapat dilihat dari hasil rata-rata N-gain 0.65 . Hasil uji *Shapiro wilk* Data yang diperoleh menunjukan bahwa signifikan *pre-test* yaitu 0,170, *Posttest* 0,064. Sig. Hasil uji-t (*Paired-Samples T Test*). (*2-tailed*) adalah 0,000 maka dapat disimpulkan bahwa H_1 diterima, dengngan demikian terdapat perbedaan rata-rata kemampuan berpikir kritis siswa dengan menggunakan model *project based learning*. Hasil angket yang diperoleh yaitu sudah sebagian besar siswa tidak mengalami kesulitan. Maka dapat disimpulkan model *project based learning* dapat meningkatkan kemampuan berpikir kritis pada pembelajaran IPA siswa kelas V SD.

Kata Kunci : Kemampuan Berpikir Kritis, Model *Project Based Learning*, IPA.