

**PENERAPAN MODEL *PROBLEM BASED LEARNING* BERBANTUAN
POP UP BOOK UNTUK MENINGKATKAN KEMAMPUAN MEMBACA
PEMAHAMAN CERITA FIKSI DAN *CRITICAL THINKING* SISWA
KELAS VI SEKOLAH DASAR**

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ABSTRAK

Penelitian ini diperlukan untuk mengkaji lebih mendalam tentang permasalahan kesulitan membaca pemahaman dan *critical thinking* pada peserta didik di sekolah dasar, bertujuan untuk mengetahui proses penerapan pembelajaran, kendala dan efektivitas belajar peserta didik dalam kemampuan membaca pemahaman cerita fiksi dan *critical thinking* menggunakan model *problem based learning* berbantuan *pop up book* pada peserta didik kelas VI sekolah dasar. Metode penelitian yang digunakan adalah *mix method* dengan *design* yaitu *exploratory sequential design*. Penelitian ini dilakukan dengan menguji penelitian kualitatif kemudian menguji penelitian kuantitatif. Pengumpulan data kualitatif pada penelitian ini menggunakan observasi, studi dokumentasi, angket, wawancara guru dan peserta didik, kemudian pengumpulan data kuantitatif melalui tes. Hasil pengujian tahap pertama (kualitatif) guru dan peserta didik mendapatkan representasi baik dengan perolehan 80%, studi dokumentasi lengkap sesuai kebutuhan penelitian, hasil angket dan wawancara memperoleh hampir tidak terkendala dari penerapan model *problem based learning* berbantuan media *pop up book* terhadap kemampuan membaca pemahaman dan *critical thinking* peserta didik selanjutnya hasil pengujian tahap dua (kuantitatif) terdapat ketuntasan belajar pada peserta didik dengan perolehan terdapat efektivitas secara signifikan dan terdapat ketuntasan belajar pada kemampuan membaca pemahaman dan *critical thinking* peserta didik yang mendapatkan model *problem based learning* berbantuan *pop up book*. Kemampuan membaca pemahaman dan *critical thinking* sangat penting dikuasai peserta didik di sekolah dasar sebagai bekal dan tumpuan pada jenjang sekolah berikutnya.

Kata Kunci : PBL, *Pop-up Book*, Membaca pemahaman, Berpikir kritis

**APPLICATION OF PROBLEM-BASED LEARNING MODEL ASSISTED BY
POP UP BOOK TO IMPROVE READING COMPREHENSION ABILITY OF
FICTION STORIES AND CRITICAL THINKING OF GRADE VI
ELEMENTARY SCHOOL STUDENTS**

ABSTRACT

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This research is needed to examine more deeply the problem of reading comprehension and critical thinking difficulties in elementary school students, aiming to determine the process of implementing learning, constraints and the effectiveness of student learning in the ability to read comprehension of fiction stories and critical thinking using a problem-based learning model assisted by pop up books in grade VI elementary school students. The research method used is a mix method with a design that is exploratory sequential design. This research was conducted by testing qualitative research and then testing quantitative research. Qualitative data collection in this study used observation, documentation studies, questionnaires, teacher and learner interviews, then quantitative data collection through tests. The results of the first stage of testing (qualitative) teachers and students get a good representation with the acquisition of 80%, complete documentation studies according to research needs, the results of questionnaires and interviews get almost no constraints from the application of the problem-based learning model assisted by pop up book media to the reading comprehension and critical thinking skills of students then the results of stage two testing (quantitative) there is learning completeness in students with the acquisition of significant effectiveness and there is learning completeness in reading comprehension and critical thinking skills of students who get a problem-based learning model assisted by pop up book. The ability to read comprehension and critical thinking is very important for students to master in elementary school as a provision and foundation for the next school level.

Keywords : PBL, Pop-up Book, Reading comprehension, Critical thinking