

ABSTRAK

Sri Amelia. 2125250063. Pengembangan Problem Based Learning untuk Meningkatkan Kemampuan Berpikir Kritis Peserta Didik (Studi Kasus pada Pembelajaran IPAS Kelas Atas SDN Gunungtasik Kecamatan Salopa Kabupaten Tasikmalaya). Program Studi Magister Administrasi Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Galuh Ciamis. Pembimbing: (1) Dr. H. Enas, S.E., M.M.; (2) Dr. Asep Saepul Hidayat, M.Pd.

Penelitian ini bertujuan untuk mengkaji dan menganalisis pengembangan model *Problem Based Learning* (PBL) guna meningkatkan kemampuan berpikir kritis peserta didik dalam pembelajaran IPAS Kelas Atas di SDN Gunungtasik, Kecamatan Salopa, Kabupaten Tasikmalaya. Fokus kajian meliputi tiga aspek utama, yaitu: (1) proses penerapan model PBL dalam pembelajaran IPAS; (2) strategi penerapan model PBL untuk meningkatkan kemampuan berpikir kritis; dan (3) pengembangan model PBL yang kontekstual dan berkelanjutan. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus tunggal (*single-case study*). Sumber data primer diperoleh melalui wawancara mendalam dengan guru, kepala sekolah, pengawas bina dan peserta didik, sementara sumber data sekunder berupa dokumen perangkat pembelajaran, hasil karya peserta didik, dan dokumen kebijakan sekolah. Teknik analisis data menggunakan analisis kualitatif Miles dan Huberman dengan triangulasi sumber dan triangulasi metode. Hasil penelitian menunjukkan bahwa penerapan PBL dalam pembelajaran IPAS mampu mendorong perkembangan kemampuan berpikir kritis peserta didik yang mencakup aspek interpretasi, analisis, evaluasi, inferensi, eksplanasi, dan regulasi diri. Meskipun terdapat hambatan berupa keterbatasan waktu dan kompetensi pedagogis guru, pengembangan PBL berbasis masalah kontekstual dan asesmen formatif terbukti efektif meningkatkan keterlibatan dan kemampuan berpikir kritis peserta didik.

Kata Kunci: *Problem Based Learning*, Berpikir Kritis, IPAS, Kurikulum Merdeka, Sekolah Dasar

ABSTRACT

Sri Amelia. 2125250063. *The Development of Problem Based Learning to Improve Students' Critical Thinking Skills (A Case Study of IPAS Learning in Upper Classes at SDN Gunungtasik, Salopa District, Tasikmalaya Regency).* Master of Education Administration Study Program, Faculty of Teacher Training and Education, Universitas Galuh Ciamis. Supervisors: (1) Dr. H. Enas, S.E., M.M.; (2) Dr. Asep Saepul Hidayat, M.Pd.

This study aims to examine and analyze the development of Problem Based Learning (PBL) model to enhance students' critical thinking skills in Natural and Social Science (IPAS) learning at upper classes of SDN Gunungtasik, Salopa District, Tasikmalaya Regency. The research focuses on three main aspects: (1) the implementation process of the PBL model in IPAS learning; (2) strategies for applying PBL to improve critical thinking skills; and (3) the development of a contextual and sustainable PBL model. This study employs a qualitative approach with a single-case study design. Primary data were collected through in-depth interviews with teachers, the school principal, and students, while secondary data included learning device documents, student work products, and school policy documents. Data were analyzed using kualitatif analysis Miles and Huberman with source and method triangulation. The findings indicate that the implementation of PBL in IPAS learning effectively promotes students' critical thinking development, encompassing interpretation, analysis, evaluation, inference, explanation, and self-regulation. Despite challenges such as time constraints and limited pedagogical competence, the development of contextually grounded PBL with formative assessment proves effective in enhancing student engagement and critical thinking abilities.

Keywords: *Problem Based Learning, Critical Thinking, IPAS, Merdeka Curriculum, Elementary School*