

ABSTRAK

**PENGARUH PENERAPAN MODEL PEMBELAJARAN KOOPERATIF TIPE
PROBLEM BASED LEARNING (PBL) TERHADAP HIGH ORDER THINKING
SKILLS (HOTS) SISWA KELAS III SEKOLAH DASAR**

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Latar belakang penelitian ini adalah keprihatinan terhadap rendahnya *High Order Thinking Skills* (HOTS) siswa di Indonesia pada mata pelajaran matematika. Hal ini dapat dilihat dari hasil studi yang dilakukan oleh OECD tahun 2009 dan 2012. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe *Problem Based Learning* (PBL) terhadap *High Order Thinking Skills* (HOTS) siswa kelas III SD Negeri Perumnas Condong Catur semester genap tahun ajaran 2018/2019.

Penelitian ini merupakan penelitian *quasi experimental* tipe *pretest-posttest non equivalent control group design*. Populasi yang digunakan pada penelitian ini adalah siswa kelas III SD Negeri Perumnas Condong Catur. Sampel pada penelitian ini terdiri dari 27 siswa kelas III B sebagai kelompok eksperimen dan 26 siswa kelas III A sebagai kelompok kontrol. *Treatment* yang dilakukan pada kelompok eksperimen menggunakan model pembelajaran kooperatif tipe *Problem Based Learning* (PBL).

Hasil penelitian menunjukkan bahwa model kooperatif tipe *Problem Based Learning* (PBL) berpengaruh terhadap *High Order Thinking Skills* (HOTS) kemampuan menganalisis dan mencipta, namun tidak berpengaruh pada kemampuan mengevaluasi. Pada kemampuan menganalisis rerata selisih skor kelompok eksperimen ($Mdn = 33,98$) lebih tinggi dibandingkan dengan kelompok kontrol ($Mdn = 20,28$) dengan $Z(53) = -3,266$ dan $p = 0,001 (p < 0,001)$. Pada kemampuan mengevaluasi rerata selisih skor pada kelompok eksperimen ($Mdn = 27,83$) lebih tinggi dibandingkan dengan kelompok kontrol ($Mdn = 26,20$) dengan $Z(53) = -0,401$ dan $p = 0,688 (p > 0,05)$. Pada kemampuan mencipta rerata selisih skor pada kelompok eksperimen ($Mdn = 31,65$) lebih tinggi dibandingkan dengan kelompok kontrol ($Mdn = 22,52$) dengan $Z(53) = -2,182$ dan $p = 0,029 (p < 0,05)$.

Kata Kunci : Model pembelajaran kooperatif tipe *Problem Based Learning* (PBL), *High Order Thinking Skills* (HOTS)

ABSTRACT

**THE EFFECTS OF THE IMPLEMENTATING OF COOPERATIVE LEARNING
MODEL PROBLEM BASED LEARNING (PBL) TYPE ON HIGH ORDER
THINKING SKILLS (HOTS) FOR THE THIRD GRADE STUDENTS OF
ELEMENTARY SCHOOL**

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The background of this research is concern about the low level of High Order Thinking Skills (HOTS) Indonesian students in Mathematics subjects. This could be seen on the studies conducted by OECD in 2009 and 2012. This research aimed to find out the effect of the implementation of the problem based learning (PBL) type of the cooperative learning model on High Order Thinking Skills (HOTS) of third grade students of Perumnas Condong Catur Elementary School in the academic year 2018/2019.

This research was a quasi exsperimantal research with the type of pretest –posttest non equivalent control group design. The population in this research were all third grade students of the Perumnas Condong catur Elementary Schools in the academic year 2018/2019. The sample in this research consisted of 27 students of class IIIB as the experimental group and 26 students in class III A as the control group. The treatment carried out in the exsperimantal group using the cooperative learning model of Problem Based Learning (PBL) type.

The result showed that the Problem Based Learning (PBL) type cooperative learning model had an effect on the High Order Thinking Skills (HOTS) on the ability to analyze and create, but had no effect on the ability to evaluate. The ability to analyze the average score difference in the exsperimantal group (Mdn = 33,98) was higher than the control group (Mdn=20,28) with $Z(53) = -3,266$ and $p=0,001(p<0,001)$. The ability to evaluate the average score difference in the exsperimantal group (Mdn=27,83) was higher than the control group (Mdn=26,20) with $Z(53) = -0,401$ and $p=0,688(p>0,05)$. The ability to create the average score difference in the exsperimantal group (Mdn=31,65) was higher than control group (Mdn=22,52) with $Z(53) = -2,182$ and $p=0,029(p<0,05)$.

Keywords : *cooperative learning type Problem Based Learning (PBL) model, High Order Thinking Skills (HOTS)*