**ABSTRAK**

**Khusnaeni, Nurfia**. 2022. “Pengaruh Model Pembelajaran *Problem Based Learning* Berbasis Etnosains Terhadap Kemampuan Berpikir Kritis dan Pemahaman Konsep Siswa Kelas V di Sekolah Dasar”. Skripsi. Jurusan Pendidikan Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan. Bumiayu: Universitas Peradaban. Pembing Dwi Hesty Krityaningrum, M.Pd.

**Kata Kunci**: Model Pembelajaran *Problem Based Learning* Berbasis Etnosains, Kemampuan Berpikir Kritis, Pemahaman Konsep, Siswa SD.

Permasalahan penelitian ini ditemukan pada saat peneliti melakukan wawancara bahwa kemampuan berpikir kritis dan pemahaman konsep rendah khususnya pada mata pelajaran IPA. Tujuan penelitian ini untuk mengetahui pengaruh penggunaan model pembelajaran *problem based learning* berbasis etnosains di Sekolah Dasar.. Metode yang digunakan adalah eksperimen, dengan desain *quasi eksperimental design* dengan bentuk *nonequivalent control group design*. Sample penelitian ini adalah kelas V SD Negeri 1 Lumbir sebagai kelas eksperimen dan SD Negeri 2 Lumbir sebagai kelas kontrol. Teknik analisis data yang digunakan adalah uji *Independent Sample Test*, yang sebulumnya diuji prasyarat yaitu normalitas dan homogenitas. Hasil uji hipotesis menggunakan bantuan *software* SPSS versi 25 diperoleh data kemampuan berpikir kritis Sig < α yaitu 0,004 < 0,05 pada taraf signifikansi 0,05 atau 5% sehingga H0 ditolak Ha diterima. Kemudian hasil hipotesis pemahaman konsep Sig < α yaitu 0,004 < 0,05 pada taraf signifikansi 0,05 atau 5% sehingga H0 ditolak Ha diterima. Hal ini menunjukkan bahwa terdapat pengaruh model pembelajaran *problem based learning* berbasis etnosains terhadap kemampuan berpikir kritis dan pemahaman konsep siswa.

***ABSTRACT***

***Khusnaeni, Nurfia****. 2022. "The Influence of Ethnoscience-Based Problem Based Learning Learning Model on Critical Thinking Ability and Concept Understanding of Fifth Grade Students in Elementary School". Thesis. Primary School Teacher Education Department. Faculty of Teacher Training and Education. Bumiayu: University of Civilization. Pembing Dwi Hesty Krityaningrum, M.Pd.*

***Keywords****: Ethnoscience-Based Problem Based Learning Learning Model, Critical Thinking Ability, Concept Understanding, Elementary School Students.*

*The problem this research was found when researchers conducted interviews that found problems that critical thinking skills and understanding of concepts were low, especially in science subjects. The purpose of this study was to determine the effect of using an ethnoscience-based problem-based learning model in elementary schools. The method used was experimental, with a quasi-experimental design with a nonequivalent control group disgn form. The sample of this study was the fifth grade of SD Negeri 1 Lumbir as the experimental class and SD Negeri 2 Lumbir as the control class. The data analysis technique used is the Independent Sample Test, which previously tested the prerequisites, namely normality and homogeneity. The results of hypothesis testing using SPSS version 25 software obtained critical thinking ability data Sig < , namely 0.004 < 0.05 at a significance level of 0.05 or 5% so that H0 was rejected. Ha was accepted. Then the results of the hypothesis of understanding the concept of Sig < are 0.004 < 0.05 at a significance level of 0.05 or 5% so that H0 is rejected. Ha is accepted. This shows that there is an influence of ethnoscience-based problem-based learning model on students' critical thinking skills and conceptual understanding.*