# **ABSTRAK**

**Lestari, Tri Puji** 40219078. Perbedaan *Problem Based Learning* Dan Creative Problem Solving Berbasis *Tik Tok* Terhadap Keterampilan Berpikir Kritis Siswa. Skripsi. Pendidikan Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan. Bumiayu: Universitas Peradaban. Pembimbing **Dwi Hesty Kristyaningrum, M.Pd.**

Kata Kunci ; *Problem Based Learning, Creative Problem Solving, TikTok,* Keterampilan Berpikir Kritis

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan berpikir kritis. Tujuan penelitian ini adalah untuk mengetahui perbedaan keterampilan berpikir kritis siswa yang menggunakan model *problem based learning* berbasis *tiktok* dan siswa yang menggunakan *creative problem solving* berbasis *tiktok.* Jenis penelitian ini adalah kuantitatif eksperimen dengan desain *Quasi Expeimental Nonequevalent Control Group Desaign.* Populasi penelitian ini adalah seluruh siswa kelas V SD Negeri di Desa Taraban. Teknik Sampel yang digunakan *cluster random sampling.* Sampel penelitian ini adalah siswa kelas V SDN Taraban 02 (kelas eksperimen 1), SDN Taraban 04 (kelas kontrol), dan SDN Taraban 05 (kelas eksperimen 2). Teknik pengumpulan data menggunakan observasi, tes, dan dokumentasi. Teknik analisis data menggunakan uji normalitas, uji homogenitas, dan uji *One Way Anova*. Hasil uji hipotesis one *way anova* keterampilan berpikir kritis siswa sig.0,000 yang artinya < 0,05 sehingga H₀ ditolak dan H₁ diterima terdapat perbedaan keterampilan berpikir kritis antara siswa yang diajarkan dengan menggunakan model pembelajaran CPS berbasis tiktok, PBL berbasis tiktok, dan konvensional.

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# ***ABSTRACT***

***Lestari, Tri Puji 40219078****.* *Differences in Problem Based Learning and Creative Problem Solving Based on Tik Tok on Students' Critical Thinking Skills. Thesis. Elementary School Teacher Education. Faculty of Teacher Training and Education. Bumiayu: University of Peradaban. Supervisor* ***Dwi Hesty Kristyaningrum, M.Pd.***

*Keywords; Problem Based Learning, Creative Problem Solving, TikTok, Critical Thinking Skills*

*His study was motivated by low critical thinking skills. The purpose of this study was to determine the differences in critical thinking skills of students who use the Tiktok-based problem-based learning model and students who use Tiktok-based creative problem solving. This type of research is a quantitative experiment with a Quasi Expeimental Nonequevalent Control Group Desaign. The population of this study were all fifth grade students of public elementary schools in Taraban Village. Sample technique used cluster random sampling. The samples were fifth grade students of SDN Taraban 02 (experimental class 1), SDN Taraban 04 (control class), and SDN Taraban 05 (experimental class 2). Data collection techniques used observation, tests, and documentation. Data analysis techniques used normality test, homogeneity test, and one way anova test. The results of the one way anova hypothesis test of students' critical thinking skills sig. are 0.000 which means <0.05 so that H₀ is rejected and H₁ is accepted. there are differences in critical thinking skills between students who are given learning differences in problem-based learning based on tiktok and creative problem solving based on tiktok. there are differences in the critical thinking skills of students taught using CPS based on TikTok, PBLbased on TikTok, and conventional learning models.*