

Judul : Hubungan Pelaksanaan *Problem Based learning* (PBL) dengan Kemampuan Berpikir Kritis Mahasiswa S1 Angkatan 2014 Fakultas Keperawatan USU
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Tahun : 2015

ABSTRAK

Pembelajaran merupakan salah satu kegiatan pokok setiap perguruan tinggi. Pembelajaran diperguruan tinggi tidaklah sama dengan pembelajaran di tingkat pendidikan dasar maupun di tingkat pendidikan menengah. *Problem based learning* (PBL) adalah suatu pembelajaran yang dirancang untuk mengembangkan kemampuan mahasiswa dalam berfikir kritis, analitis dan untuk menemukan serta menggunakan sumber daya yang sesuai untuk belajar. Penelitian ini merupakan penelitian kuantitatif dengan desain deskriptif korelatif yang bertujuan untuk mengetahui hubungan antara pelaksanaan *problem based learning* (PBL) dengan kemampuan berpikir kritis mahasiswa S1 reguler angkatan 2014 Fakultas Keperawatan USU. Jumlah responden sebanyak 137 orang mahasiswa yang diambil dengan teknik *total sampling*. Pengumpulan data dilakukan dengan cara pengisian kuesioner dan memperoleh data primer mengenai hasil observasi pelaksanaan PBL mahasiswa. Teknik analisa data dengan menggunakan *Spearman*. Data dari hasil penelitian ini diketahui sebanyak 95 orang (69,4%) melaksanakan *problem based learning* (PBL) dengan baik dan 82 orang (59,9%) cenderung berpikir kritis. Hasil penelitian menunjukkan adanya korelasi positif yang signifikan antara pelaksanaan *problem based learning* (PBL) dengan kemampuan berpikir kritis mahasiswa S1 reguler angkatan 2014 Fakultas Keperawatan USU ($r_{\text{value}} = 0,032$), dengan nilai koefisien korelasi 0,184 dengan interpretasi sangat lemah. Berdasarkan hasil penelitian ini dapat disimpulkan pelaksanaan *problem based learning* (PBL) akan mempengaruhi kemampuan berpikir mahasiswa didalam proses pembelajaran. Oleh sebab itu semakin baik pelaksanaan *problem based learning* (PBL) yang dilakukan maka semakin meningkat kemampuan berpikir kritis mahasiswa.

Kata kunci : Pelaksanaan *Problem Based Learning* (PBL), Kemampuan Berpikir Kritis

Title of the Thesis : Correlation of the Implementation of Problem Based Learning (PBL) and Critical Thinking Ability of S1 Students in the Academic Year of 2014, the Faculty of Nursing, USU
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ABSTRACT

Learning is one of the principal activities in higher education. Learning in the college level is not the same as learning in the elementary or high school level. Problem-Based Learning (PBL) is learning which is designed to develop student's ability to think critically and analytically and to find and use appropriate source for learning. The research used quantitative method with descriptive correlation design in order to find out the correlation between the implementation of PBL and S1 regular student's ability to think critically in the academic year of 2014, the Faculty of Nursing, USU. The samples were 137 respondents, taken by using total sampling technique. The data were gathered by distributing questionnaires and analyzed by using Spearman test. Primary data were the result of observation in the implementation of PBL. The result of the research showed that 95 respondents (69.4%) implemented PBL well and 82 respondents (59.9%) tended to think critically. It was also found that there was positive and significant correlation between the implementation of PBL and student's ability to think critically in S1 regular program ($p_{value} = 0.032$ and $r = 0,184$) with weak interpretation. The conclusion of the research was that the implementation of PBL could influence student's ability to think critically in the learning process. Therefore, the better the implemetation of PBL was, the more increasing the student's ability to think critically.

Keywords: Implementation of Problem-Based Learning (PBL). Ability to Think Critically