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THE INFLUENCE OF PROBLEM-BASED LEARNING ON ELEMENTARY STUDENTS' CRITICAL THINKING SKILLS IN LOCAL CULTURAL HERITAGE LEARNING

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ABSTRACT

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Objective: Critical thinking is an essential competency in elementary education, yet classroom instruction frequently remains teacher-centered and provides limited opportunities for students to investigate contextual problems. This study examines the effect of Problem-Based Learning (PBL) on fifth-grade students' critical thinking skills in learning local cultural heritage, using Candi Pari as the problem context. **Method:** A quasi-experimental nonequivalent control group design involved 60 students divided into an experimental class and a control class. Data were collected through pretests, posttests, observation sheets, and validated critical-thinking instruments, then analyzed using N-Gain, paired-sample t-tests, independent-sample t-tests, and Cohen's d. **Results:** The analysis indicates that the

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