

ABSTRACT

Development of Integrated Thematic Theory Based on Discovery Learning to Improve the Critical Thinking Ability of Five Elementary School Students

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This research is motivated by the results of book analysis of teacher and student book in class V SD, encountered several problems that are less learning model of students' critical thinking skills, KI and KD still refer to permendikbud No.57 of 2014. So that integrated thematic learning has not worked as expected. The objective of this research is to produce an integrated, thematic, practical, and effective thematic teaching material. The subjects of the study were the students of class V SDN 06 Koto Gadang Guguk which amounted to 28 people. Subject selection because teachers and students of grade V are willing to serve as test subjects.

The type of research is development research. The development model used is a 4-D model consisting of defining, designing, developing and spreading phases. The research data of validity test is obtained through validation sheet of teaching materials. Practical data was obtained through observation sheet of RPP implementation, teacher response questionnaire, student response questionnaire, and observation sheet. Effectiveness data is seen from student activities, and assessment of learning outcomes.

Based on the results of validity test of the material obtained data ninety two point seven percent with a category very valid. The result of the practicality test of the implementation of RPP is ninety five point one percent with very practical category, the result of the teacher's response assessment is ninety three point one percent, and the student response is ninety four point six percent. The effectiveness of instructional material is seen from students' critical thinking activity, obtained seventy five data with critical category, because individually and classically students have shown activity to observe, formulate hypothesis, do discussion, ask skill, skill to answer question, make conclusion, and apply concept. Based on the above description, it can be concluded that the integrated learning materials based on Discovery Learning developed can be declared valid, practical and effective.

ABSTRAK

Pengembangan Bahan Ajar Tematik Terpadu Berbasis *Discovery Learning* untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Kelas V SD

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Penelitian ini dilatarbelakangi oleh hasil analisis buku guru dan buku siswa di kelas V SD, model pembelajaran kurang memancing keterampilan berpikir kritis siswa, KI dan KD masih merujuk pada permendikbud No.57 Tahun 2014. Sehingga pembelajaran tematik terpadu belum berjalan sebagaimana yang diharapkan.

Tujuan penelitian ini adalah menghasilkan bahan ajar tematik terpadu yang valid, praktis, dan efektif. Subjek penelitian adalah siswa kelas V SDN 06 Koto Gadang Guguk yang berjumlah 28 orang. Pemilihan subjek karena guru dan siswa kelas V bersedia untuk dijadikan sebagai subjek uji coba. Jenis penelitian adalah penelitian pengembangan. Model pengembangan yang digunakan adalah model 4-D yang terdiri dari tahap pendefinisian, perancangan, pengembangan, dan penyebaran. Data penelitian uji validitas diperoleh melalui lembar validasi bahan ajar. Data kepraktisan diperoleh melalui lembar pengamatan keterlaksanaan RPP, angket respon guru, angket respon siswa, dan lembar observasi. Data keefektivan dilihat dari aktivitas siswa, dan penilaian hasil belajar.

Berdasarkan hasil uji validitas bahan ajar diperoleh data sembilan puluh dua koma tujuh persen dengan kategori sangat valid. Hasil uji praktikalitas keterlaksanaan RPP adalah sembilan puluh lima koma satu persen dengan kategori sangat praktis, hasil penilaian respon guru sembilan puluh tiga koma satu persen, dan respon siswa sembilan puluh empat koma enam persen. Efektivitas bahan ajar dilihat dari aktivitas berpikir kritis siswa, diperoleh data tujuh puluh lima dengan kategori kritis, karena secara individual dan klasikal siswa sudah menunjukkan aktivitas melakukan pengamatan, merumuskan hipotesis, melakukan diskusi, keterampilan bertanya, keterampilan menjawab pertanyaan, membuat kesimpulan, dan menerapkan konsep. Berdasarkan jbaran tersebut, dapat disimpulkan bahan ajar tematik terpadu berbasis *Discovery Learning* yang dikembangkan dapat dinyatakan valid, praktis dan efektif.