

PENGARUH PENDEKATAN KONTEKSTUAL TERHADAP KEMAMPUAN BERPIKIR KRITIS IPA SISWA DI SEKOLAH DASAR

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan kontekstual terhadap kemampuan berpikir kritis IPA sekolah dasar di SDN Kedawung I. Penelitian ini merupakan jenis penelitian kuantitatif. Metode penelitian yang digunakan pre eksperimental desain dengan menggunakan tipe *One Grup pretest-posttest*. Sampel dalam penelitian ini adalah siswa kelas IV SDN Cilewo III sebanyak 25 siswa. Teknik pengumpulan data menggunakan tes soal esai sebanyak 15 butir yang diuji cobakan, setelah melakukan uji validitas terdapat 10 soal dinyatakan valid. Hasil dari uji realibilitas diperoleh r_1 sebesar 0,60. Teknik analisis data yang digunakan yaitu statistik deskriptif dan statistik inferensial. Hasil pengujian hipotesis, terdapat pengaruh pendekatan kontekstual terhadap kemampuan berpikir kritis IPA sekolah dasar. Hasil perhitungan uji deskriptif diperoleh hasil rata-rata *pretest* 38,64 dan hasil rata-rata *posttest* 86,52. Pada perhitungan uji hipotesis menggunakan perhitungan *paired sampel test* diperoleh hasil Sig. (2-tailed) 0,000 yang artinya nilai $0,000 < 0,05$, hal ini menunjukkan bahwa hipotesis H_0 ditolak H_1 diterima. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa, terdapat pengaruh pendekatan kontekstual terhadap kemampuan berpikir kritis IPA sekolah dasar.

Kata kunci: Pendekatan Kontekstual, Kemampuan Berpikir Kritis, IPA

**THE EFFECT OF A CONTEXTUAL APPROACH ON STUDENTS'
CRITICAL THINKING ABILITY IN ELEMENTARY SCHOOL**

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ABSTRACT

This study aims to determine the effect of the contextual approach on the critical thinking skills of elementary school science at SDN Kedawung I. This research is a type of quantitative research. The research method used was pre-experimental design using the One Group type pretest-posttest. The sample in this study was the fourth grade students of SDN Cilewo III as many as 25 students. The data collection technique used an essay test of 15 items that were tested, after passing the validity test there were 10 questions declared valid. The results of the reliability test obtained r_i of 0.60. Data analysis techniques used are descriptive statistics and inferential statistics. The results of hypothesis testing, there is an effect of contextual approach on critical thinking ability of elementary school science. The results of the calculation of the descriptive test obtained an average pretest result of 38.64 and an average posttest result of 86.52. In calculating the hypothesis test using paired sample test calculations, the results of Sig. (2-tailed) 0.000, which means the value is $0.000 < 0.05$, this indicates that the hypothesis H_0 is rejected and H_1 is accepted. Based on the results of this study, it can be concluded that there is an effect of contextual approach on critical thinking skills in elementary school science.

Keywords: *Contextual Approach, Critical Thinking Ability, Science*