

ABSTRAK

PENINGKATAN KETERAMPILAN BERPIKIR KRITIS DAN PEMECAHAN MASALAH DENGAN MENGGUNAKAN MODEL PEMBELAJARAN KOOPERATIF TIPE JIGSAW MATERI IPA PADA SISWA KELAS V SD KANISIUS JOMEGATAN

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Penelitian ini dilatarbelakangi oleh rendahnya keterampilan berpikir kritis dan pemecahan masalah siswa kelas V SD Kanisius Jomegatan. Tujuan dari penelitian ini untuk (1) menjelaskan penerapan model pembelajaran kooperatif tipe Jigsaw untuk meningkatkan keterampilan berpikir kritis dan pemecahan masalah; (2) meningkatkan keterampilan berpikir kritis pada materi IPA SD melalui model pembelajaran kooperatif tipe Jigsaw; (3) meningkatkan keterampilan pemecahan masalah pada materi IPA SD melalui model pembelajaran kooperatif tipe Jigsaw.

Jenis Penelitian Tindakan Kelas (PTK) melalui model Kemmis dan Mc Taggart dengan dua siklus. Subjek penelitian 24 siswa kelas V SD Kanisius Jomegatan dan objek penelitian adalah peningkatan keterampilan berpikir kritis dan pemecahan masalah melalui penerapan model pembelajaran kooperatif tipe Jigsaw pada materi IPA. Teknik penelitian adalah wawancara, observasi, dokumentasi, dan tes. Instrumen penelitian berupa pedoman wawancara, pedoman observasi, dan soal tes.

Hasil penelitian ini menunjukkan: (1) upaya peningkatan keterampilan berpikir kritis dan pemecahan masalah siswa kelas V SD Kanisius Jomegatan pada materi IPA melalui penggunaan model pembelajaran kooperatif tipe Jigsaw telah berhasil dilaksanakan dengan langkah-langkah model pembelajaran kooperatif tipe Jigsaw, (2) penerapan model pembelajaran kooperatif tipe Jigsaw dapat meningkatkan keterampilan berpikir kritis pada siswa. Skor keterampilan berpikir kritis dari kondisi awal 60 (rendah), pada siklus I menjadi 62 (sedang), dan pada siklus II 74 (tinggi); (3) penerapan model pembelajaran kooperatif tipe Jigsaw dapat meningkatkan pemecahan masalah pada siswa. Skor pemecahan masalah dari kondisi awal 57 (sedang), pada siklus I menjadi 60 (sedang), dan pada siklus II menjadi 73 (tinggi).

Kata kunci: berpikir kritis, pemecahan masalah, model pembelajaran kooperatif tipe Jigsaw

ABSTRACT***THE IMPROVEMENT OF CRITICAL THINKING SKILLS AND PROBLEM-SOLVING USING JIGSAW-TYPE COOPERATIVE LEARNING MODEL IN NATURAL SCIENCE SUBJECT IN FIFTH GRADE STUDENTS OF KANISIUS JOMEGATAN ELEMENTARY SCHOOL***

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This research is motivated by the low critical thinking skills and problem solving of fifth-grade students of Kanisius Jomegatan Elementary School. The purposes of the research are to (1) explain the application of Jigsaw-type cooperative learning models to improve critical thinking skills and problem solving; (2) improve critical thinking skills in Natural Science subject taught in elementary school through Jigsaw-type cooperative learning models; (3) improve problem solving skills in Natural Science subject taught in elementary school through Jigsaw type cooperative learning models.

This research was a Classroom Action Research (CAR) type that utilized Kemmis and McTaggart model in two cycles. The subjects of this study were 24 fifth grade students of Kanisius Jomegatan Elementary School, and the object of this study was the improvement of critical thinking and problem-solving skills through the application of Jigsaw type cooperative learning models in Natural Science subject. The research techniques used were interviews, observation, documentation, and tests. The research instruments used in this research were interview guidelines, observation guidelines, and test question sheets.

The results of this study indicate that: (1) efforts to improve critical thinking skills and problem solving of fifth grade students of Kanisius Jomegatan Elementary School on Natural Science subject through the use of steps Jigsaw-type cooperative learning models; (2) the use of Jigsaw-type cooperative learning models can improve critical thinking skills among students. This is apparent from the increase in score of critical thinking skills from the initial condition of 60 (low), in cycle I to 62 (moderate), and further increase in the cycle II to 74 (high); (3) the use of Jigsaw-type cooperative learning models can improve problem solving skills among students. This is apparent from the increase in problem solving scores from the initial condition of 57 (moderate), in cycle I to 60 (moderate), and in cycle II it increased further to 73 (high).

Keywords: critical thinking, problem solving, Jigsaw-type cooperative learning models