

## ABSTRAK

**Pidada, Ida Ayu Intania Sari** (2023), *Pengaruh Model Pembelajaran Kooperatif Tipe Group Investigation (GI) Berbantuan Media Diorama Untuk Meningkatkan Sikap Mandiri Dan Berpikir Kritis Siswa Kelas V SD Tahun Ajaran 2022/2023*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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*Kata – kata kunci:* Model Pembelajaran Kooperatif Tipe GI, Media Diorama, Sikap Mandiri dan Berpikir Kritis.

Penelitian ini bertujuan untuk (1) menganalisis perbedaan sikap mandiri antara siswa yang dibelajarkan dengan model pembelajaran kooperatif tipe GI berbantuan media diorama dengan siswa yang dibelajarkan dengan pembelajaran konvensional, (2) menganalisis perbedaan berpikir kritis antara siswa yang dibelajarkan dengan model pembelajaran kooperatif tipe GI berbantuan media diorama dengan siswa yang dibelajarkan dengan pembelajaran konvensional, dan (3) menganalisis perbedaan secara simultan sikap mandiri dan berpikir kritis antara siswa yang dibelajarkan dengan model pembelajaran kooperatif tipe GI berbantuan media diorama dengan siswa yang dibelajarkan dengan pembelajaran konvensional. Jenis penelitian ini yaitu *quasi-experimental dengan non equivalent post-test only control group design*. Sampel penelitian ini yaitu 60 siswa yang terbagi atas 30 siswa kelas eksperimen dan 30 siswa kelas kontrol dan dipilih melalui *random sampling*. Instrumen yang digunakan meliputi lembar observasi dan tes *essay* yang datanya dianalisis secara kuantitatif dengan uji Manova dan Anova. Hasil penelitian menunjukkan bahwa: 1) terdapat perbedaan sikap mandiri antara siswa yang dibelajarkan dengan model pembelajaran kooperatif tipe GI berbantuan media diorama dengan siswa yang dibelajarkan dengan pembelajaran konvensional diperoleh ( $F_{hitung} = 69,66 > F_{tabel} 4,00$ ), 2) terdapat perbedaan berpikir kritis antara siswa yang dibelajarkan dengan model pembelajaran kooperatif tipe GI berbantuan media diorama dengan siswa yang dibelajarkan dengan pembelajaran konvensional diperoleh ( $F_{hitung} = 71,55 > F_{tabel} 4,00$ ), 3) terdapat perbedaan secara simultan sikap mandiri dan berpikir kritis antara siswa yang dibelajarkan dengan model pembelajaran kooperatif tipe GI berbantuan media diorama dengan siswa yang dibelajarkan dengan pembelajaran konvensional diperoleh  $F = 0,001; p < 0,05$ .

## ABSTRACT

*Pidada, Ida Ayu Intania Sari (2023), The Influence of the Type Group Investigation (Gi) Cooperative Learning Model Assisted by Diorama Media to Improve Independent Attitudes and Critical Thinking of Class V Elementary School Students in the 2022/2023 Academic Year.*

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Key words: Type GI Cooperative Learning Model, Diorama Media, Independent Attitude and Critical Thinking.

This study aims to (1) describe the differences in independent attitudes between students who were taught with the GI type cooperative learning model assisted by diorama media and students who were taught with conventional learning, (2) describe the differences in critical thinking between students taught with the GI type cooperative learning model assisted diorama media with students who are taught by conventional learning, and (3) describe the simultaneous differences in independent attitudes and critical thinking between students who are taught with the GI type cooperative learning model assisted by diorama media and students who are taught by conventional learning. This type of research is quasi-experimental with a non-equivalent post-test only control group design. The sample of this research was 60 students divided into 30 students in the experimental class and 30 students in the control class and were selected through random sampling. The instruments used included observation sheets and essay tests whose data were analyzed quantitatively with the Manova and Anova tests. The results showed that: (1) there were differences in independent attitudes between students who were taught with the GI type cooperative learning model assisted by diorama media and students who were taught with conventional learning ( $F_{count} = 69.66 > F_{table} 4.00$ ), (2) there were differences in thinking students who were taught with the GI type cooperative learning model assisted by diorama media and (3) students who were taught with conventional taught with the type GI cooperative learning model assisted by diorama media with students who were taught with conventional learning obtained  $F = 0.001$ ;  $p < 0.05$ .