

ABSTRAK

Ni Luh Putu Septiasari (2020) Pengaruh Model Pembelajaran *Reciprocal Teaching* Berbasis Pendekatan Saintifik Terhadap Kemampuan Berpikir Kritis dan Hasil Belajar IPA Siswa Kelas V SD Widiatmika

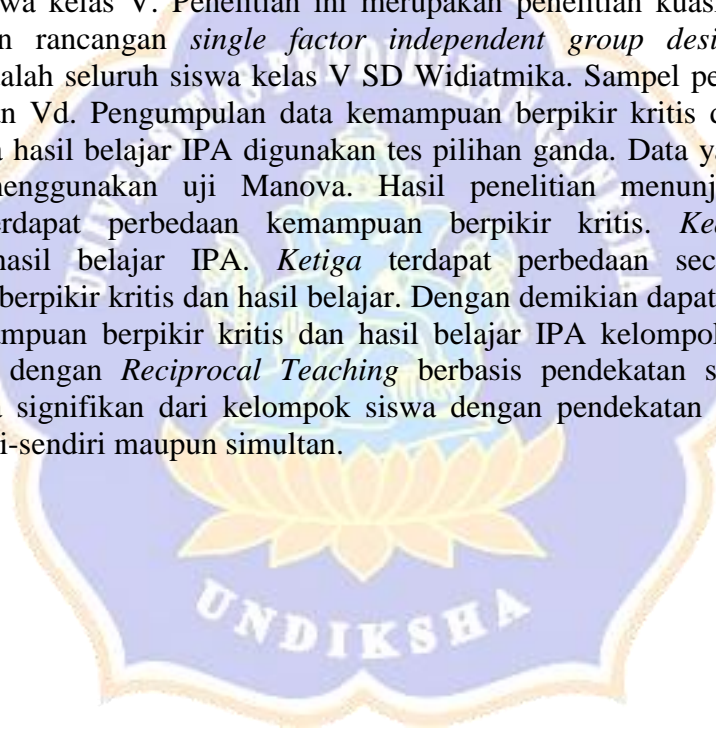
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Kata-kata kunci: *Reciprocal Teaching* berpikir kritis, hasil belajar

Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan berpikir kritis dan hasil belajar IPA siswa antara kelompok dengan model *Reciprocal Teaching* berbasis pendekatan saintifik dan kelompok siswa dengan pendekatan saintifik siswa kelas V. Penelitian ini merupakan penelitian kuasi eksperimen, menggunakan rancangan *single factor independent group design*. Populasi penelitian adalah seluruh siswa kelas V SD Widiatmika. Sampel penelitian yaitu siswa Vb dan Vd. Pengumpulan data kemampuan berpikir kritis digunakan tes esai dan data hasil belajar IPA digunakan tes pilihan ganda. Data yang diperoleh dianalisis menggunakan uji Manova. Hasil penelitian menunjukkan yaitu: *Pertama*, terdapat perbedaan kemampuan berpikir kritis. *Kedua* terdapat perbedaan hasil belajar IPA. *Ketiga* terdapat perbedaan secara simultan kemampuan berpikir kritis dan hasil belajar. Dengan demikian dapat disimpulkan bahwa kemampuan berpikir kritis dan hasil belajar IPA kelompok siswa yang dibelajarkan dengan *Reciprocal Teaching* berbasis pendekatan saintifik lebih tinggi secara signifikan dari kelompok siswa dengan pendekatan saintifik baik secara sendiri-sendiri maupun simultan.



ABSTRACT

Ni Luh Putu Septiasari (2020), The Effect of Reciprocal Teaching Model Based On Scientific Approach Toward The Critical Thinking and Science Learning Outcome of Fifth Grade Student in SD Widiatmika

This thesis had been corrected and verified by:

The first supervisor : Prof. Dr. Nyoman Dantes

The second supervisor: Prof. Dr. I Wayan Suastra, M.Pd.

Keywords: Reciprocal Teaching, critical thinking, learning outcome.

This research aimed to investigate the difference from critical thinking skill and students' learning outcome of Science subject between the group of students who was treated by Reciprocal Teaching model and the group of students who was treated by scientific approach toward fifth grade students of SD. This research was experimental research that used single factor independent group design. The population of this research was the whole students in fifth grade. The sample of this research was the Vb and Vd students. The data of critical thinking skill was used essay test and the data of learning outcome was used multiple choice test. The data was analyzed by Manova test.. The result of the data is, First there is difference from critical thinking skill. Second, there is difference Science learning outcome. Third, there is significance difference toward critical thinking skill and Science learning outcome. In conclusion critical thinking skill and Science learning outcome of Reciprocal Teaching students group based on scientific approach are higher significantly than scientific approach students group individually as well as simultaneously.

