ABSTRAK

Gunawan, Dewa Made Riyan (2026), *"Pengaruh Model Pembelajaran SAVI Berorientasi Masalah Kontekstual Pada Muatan IPA untuk Meningkatkan Kemampuan Berpikir Kritis dan Motivasi Belajar Siswa Kelas IV SD Gugus Untung Surapati Denpasar Tahun Pelajaran 2025/2026"*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

Kata-kata Kunci: Model SAVI berorientasi masalah kontekstual, berpikir kritis, motivasi belajar IPA

Penelitian ini bertujuan untuk mengetahui pengaruh implementasi model pembelajaran SAVI berorientasi masalah kontekstual terhadap kemampuan berpikir kritis dan motivasi belajar IPA siswa kelas IV SD Gugus Untung Surapati Denpasar Tahun Pelajaran 2025/2026. Penelitian ini menggunakan jenis eksperimen semu (*quasi experiment*) dengan desain *Pretest-Posttest Control Group Design*. Populasi dalam penelitian ini mencakup seluruh siswa kelas IV SD Gugus Untung Surapati Denpasar yang berjumlah 379 orang. Sebanyak 63 siswa ditetapkan sebagai sampel penelitian melalui teknik *random sampling* dengan *intact group*. Data dikumpulkan menggunakan tes dikotomi berbentuk pilihan ganda untuk menilai kemampuan berpikir kritis siswa, serta metode non-tes berupa kuesioner sebagai instrumen untuk mengukur motivasi belajar IPA siswa. Data dianalisis melalui analisis *Manova* menggunakan program *IBM SPSS Statistic 25.00 for Windows*. Hasil Penelitian menunjukkan bahwa: Pertama, terdapat pengaruh implementasi model pembelajaran SAVI berorientasi masalah kontekstual terhadap kemampuan berpikir kritis siswa kelas IV SD Gugus Untung Surapati Denpasar. Kedua, terdapat pengaruh implementasi model pembelajaran SAVI berorientasi masalah kontekstual terhadap motivasi belajar IPA siswa kelas IV SD Gugus Untung Surapati Denpasar. Ketiga, terdapat pengaruh implementasi model pembelajaran SAVI berorientasi masalah kontekstual secara simultan terhadap kemampuan berpikir kritis dan motivasi belajar IPA siswa kelas IV SD Gugus Untung Surapati Denpasar.

ABSTRACT

Gunawan, Dewa Made Riyan (2026), *"The Effect of the Contextual Problem-Oriented SAVI Learning Model in Science Subjects on Improving Critical Thinking Skills and Learning Motivation of Fourth-Grade Students at Elementary School Gugus Untung Surapati, Denpasar, Academic Year 2025/2026".*

Key words : Contextual Problem-Oriented SAVI Learning Model, Critical Thinking, Learning Motivation of science.

This study aims to determine the effect of implementing the contextual problem-oriented SAVI learning model on the critical thinking skills and science learning motivation of fourth-grade students at elementary schools in the Untung Surapati Cluster, Denpasar, in the 2025/2026 academic year. The research employed a quasi-experimental method using a Pretest–Posttest Control Group Design. The population of this study consisted of all fourth-grade students at elementary schools in the Untung Surapati Cluster, Denpasar, totaling 379 students. A sample of 63 students was selected using the intact group random sampling technique. Data were collected using an objective multiple-choice test to measure students' critical thinking skills and a non-test method in the form of a questionnaire to assess students' science learning motivation. The data were analyzed using MANOVA with the assistance of IBM SPSS Statistics 25.00 for Windows. The results of the study indicate that: first, the implementation of the contextual problem-oriented SAVI learning model has a significant effect on the critical thinking skills of fourth-grade students at elementary schools in the Untung Surapati Cluster, Denpasar; second, the implementation of the contextual problem-oriented SAVI learning model has a significant effect on students' science learning motivation; and third, the implementation of the contextual problem-oriented SAVI learning model has a simultaneous significant effect on both critical thinking skills and science learning motivation of fourth-grade students at elementary schools in the Untung Surapati Cluster, Denpasar.