

**PENGARUH PENDEKATAN *DEEP LEARNING* BERBASIS MASALAH
BERKEARIFAN LOKAL TERHADAP LITERASI SAINS DAN
PEMIKIRAN KRITIS SISWA KELAS V SD**

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ABSTRAK

Pembelajaran IPAS di sekolah dasar masih didominasi pendekatan konvensional yang berorientasi pada hafalan dan kurang mengintegrasikan konteks kearifan lokal serta pengalaman autentik siswa. Kondisi tersebut berdampak pada rendahnya literasi sains dan kemampuan pemikiran kritis siswa. Penelitian ini bertujuan untuk menganalisis pengaruh pendekatan *deep learning* berbasis masalah berkearifan lokal Bali terhadap literasi sains dan pemikiran kritis siswa kelas V SD di Gugus I Kecamatan Kubutambahan tahun ajaran 2025/2026. Penelitian ini merupakan eksperimen semu (*quasi experiment*) dengan desain *Non-Equivalent Control Group Posttest Only*. Sampel berjumlah 36 siswa yang terdiri atas 18 siswa kelompok eksperimen dan 18 siswa kelompok kontrol, yang dipilih menggunakan teknik *group random sampling* berbasis *intact group*. Kelompok eksperimen memperoleh pembelajaran *deep learning* berbasis masalah berkearifan lokal Bali, sedangkan kelompok kontrol mengikuti pembelajaran konvensional. Data dikumpulkan melalui tes literasi sains berbentuk pilihan ganda dan tes pemikiran kritis berbentuk uraian, kemudian dianalisis menggunakan statistik deskriptif dan MANOVA satu jalur. Hasil penelitian menunjukkan bahwa pendekatan yang diterapkan memberikan pengaruh signifikan terhadap kedua variabel terikat. Secara univariat, terdapat perbedaan signifikan literasi sains ($p = 0,006 < 0,05$) dan pemikiran kritis ($p = 0,000 < 0,05$) antara kelompok eksperimen dan kontrol. Secara simultan, hasil MANOVA satu jalur menunjukkan perbedaan yang signifikan ($p = 0,000 < 0,05$), yang mengindikasikan bahwa integrasi masalah kontekstual dan kearifan lokal Bali dalam pendekatan *deep learning* mampu meningkatkan kemampuan analitis, interpretatif, dan reflektif siswa secara lebih optimal dibandingkan pembelajaran dengan pendekatan konvensional. Dengan demikian, pendekatan *deep learning* berbasis masalah berkearifan lokal Bali efektif diterapkan dalam pembelajaran IPAS untuk meningkatkan literasi sains dan kemampuan berpikir kritis siswa sekolah dasar.

Kata Kunci: pendekatan *deep learning*, kearifan lokal Bali, literasi sains, pemikiran kritis, IPAS

**THE EFFECT OF A PROBLEM-BASED DEEP LEARNING APPROACH
INTEGRATING LOCAL WISDOM ON FIFTH-GRADE ELEMENTARY
SCHOOL STUDENTS' SCIENTIFIC LITERACY AND
CRITICAL THINKING SKILLS**

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ABSTRACT

Science and Social Studies (IPAS) instruction in elementary schools is still largely dominated by conventional approaches that emphasize memorization and insufficiently integrate local wisdom contexts and authentic student experiences. This situation affects students' scientific literacy and critical thinking skills. This study aims to analyze the effect of a problem-based deep learning approach grounded in Balinese local wisdom on the scientific literacy and critical thinking skills of fifth-grade elementary school students in Cluster I, Kubutambahan Subdistrict, during the 2025/2026 academic year. The study employed a quasi-experimental design with a Non-Equivalent Control Group Posttest Only framework. The sample consisted of 36 students, including 18 in the experimental group and 18 in the control group, selected using group random sampling based on intact groups. The experimental group received problem-based deep learning instruction incorporating Balinese local wisdom, while the control group followed conventional teaching. Data were collected through multiple-choice tests for scientific literacy and essay tests for critical thinking, then analyzed using descriptive statistics and one-way MANOVA. The results indicated that the applied approach had a significant effect on both dependent variables. Univariately, there were significant differences in scientific literacy ($p = 0.006 < 0.05$) and critical thinking ($p = 0.000 < 0.05$) between the experimental and control groups. Simultaneously, the one-way MANOVA results showed a significant difference ($p = 0.000 < 0.05$), indicating that integrating contextual problems and Balinese local wisdom within the deep learning approach can enhance students' analytical, interpretative, and reflective abilities more effectively than conventional methods. Therefore, the problem-based deep learning approach grounded in Balinese local wisdom is effective for improving scientific literacy and critical thinking skills in elementary school IPAS instruction.

Keywords: deep learning approach, Balinese local wisdom, scientific literacy, critical thinking, IPAS