PENGEMBANGAN MEDIA KARTU BERGAMBAR BERBASIS *UNPLUGGED CODING* DENGAN PENDEKATAN *CULTURALLY RESPONSIVE TEACHING* UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS SISWA SEKOLAH DASAR

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ABSTRAK

Penelitian ini bertujuan mengembangkan dan menguji media kartu bergambar berbasis *unplugged coding* dengan pendekatan *Culturally Responsive Teaching* untuk meningkatkan keterampilan berpikir kritis siswa sekolah dasar. Penelitian menggunakan model pengembangan *ADDIE* dengan pengumpulan data melalui tes dan angket, dianalisis secara deskriptif kualitatif dan kuantitatif. Efektivitas media diuji menggunakan desain pra-eksperimen *one group pre-test post-test* pada 40 siswa. Hasil penelitian menunjukkan media sangat valid dengan skor rata-rata ahli media 0,9875 dan ahli materi 1,00. Media juga praktis dengan persentase respons guru 86% dan siswa 86,9% (kategori baik). Uji efektivitas dengan *Wilcoxon* menghasilkan nilai 0,000 < 0,05, menunjukkan peningkatan keterampilan berpikir kritis yang signifikan, dengan *effect size* r = 0,88 (kategori besar). Perhitungan N-Gain sebesar 60,50 (kategori sedang mendekati tinggi) menegaskan bahwa media ini cukup efektif meningkatkan kemampuan siswa. Dengan demikian, media kartu bergambar berbasis *unplugged coding* dengan pendekatan *Culturally Responsive Teaching* terbukti valid, praktis, dan efektif sebagai alat pembelajaran untuk mengembangkan keterampilan berpikir kritis siswa sekolah dasar.

Kata kunci: Media Kartu Bergambar, *Unplugged Coding, Culturally Responsive Teaching*, Keterampilan Berpikir Kritis

DEVELOPMENT OF UNPLUGGED CODING-BASED PICTURE CARD MEDIA WITH A CULTURALLY RESPONSIVE TEACHING APPROACH TO IMPROVE CRITICAL THINKING SKILLS OF ELEMENTARY SCHOOL STUDENTS

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ABSTRACT

This research aims to develop and test unplugged coding-based picture card media with a Culturally Responsive Teaching approach to improve the critical thinking skills of elementary school students. The research uses the ADDIE development model by collecting data through tests and questionnaires, analyzed descriptively, qualitatively, and quantitatively. The effectiveness of the media was tested using a pre-experimental design of one group pre-test post-test on 40 students. The results of the study showed that the media was very valid with an average score of 0.9875 for media experts and 1.00 for material experts. The media is also practical with a response percentage of 86% teachers and 86.9% students (good category). An effectiveness test with Wilcoxon yielded a value of 0.000 < 0.05, indicating a significant improvement in critical thinking skills, with an effect size r = 0.88 (large category). The calculation of an N-Gain of 60.50 (medium category close to high) confirms that this media is quite effective in improving students' abilities. Thus, unplugged coding-based picture card media with a Culturally Responsive Teaching approach has proven to be valid, practical, and effective as a learning tool to develop critical thinking skills of elementary school students.

Keywords: Picture Card Media, Unplugged Coding, Culturally Responsive Teaching, Critical Thinking Skills