

PENGARUH MODEL PEMBELAJARAN SSCS BERBANTUAN SOAL HOTS TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN HASIL BELAJAR

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ABSTRAK

Studi ini berfokus pada dua tujuan utama, yaitu menguraikan implementasi Model Pembelajaran *Search, Solve, Create, and Share* (SSCS) yang dibantu oleh soal *Higher Order Thinking Skills* (HOTS), serta menelaah efektivitas dan dampaknya terhadap kemampuan berpikir kritis dan hasil belajar IPAS. Pelaksanaan penelitian ini dilakukan di SD Negeri 3 Batubulan selama periode Agustus hingga November 2025. Dalam hal desain, penelitian ini menggunakan pendekatan *quasi-experiment* dengan jenis *Non-Equivalent Pre-test Post-test Control Group*. Sampel ditentukan melalui teknik *Simple Random Sampling* tipe *Intact Group*, yang melibatkan 31 siswa di kelompok eksperimen dan 28 siswa di kelompok kontrol, dengan kesetaraan awal yang telah diverifikasi melalui *pre-test*. Pengumpulan data mengandalkan tes esai untuk menilai berpikir kritis dan tes objektif untuk hasil belajar IPAS, di mana kedua instrumen telah lolos uji kelayakan meliputi validitas, daya beda, tingkat kesukaran, dan reliabilitas. Data yang terkumpul dianalisis secara deskriptif dan inferensial menggunakan MANOVA. Temuan analisis menunjukkan bahwa Model Pembelajaran SSCS berbantuan soal HOTS memberikan dampak simultan terhadap kemampuan berpikir kritis dengan nilai signifikansi 0,001 yang lebih kecil dari 0,05. Selain itu, model ini juga terbukti memberikan pengaruh positif yang signifikan terhadap kemampuan berpikir kritis (Sig. 0,001 < 0,05) serta terhadap hasil belajar IPAS (Sig. 0,001 < 0,05). Berdasarkan temuan tersebut, dapat disimpulkan bahwa penerapan Model Pembelajaran SSCS berbantuan soal HOTS memberikan dampak nyata terhadap peningkatan kemampuan berpikir kritis dan hasil belajar IPAS siswa kelas V SD.

Kata kunci: Kemampuan berpikir kritis, hasil belajar, model Pembelajaran SSCS,

***THE EFFECT OF THE SSCS LEARNING MODEL ASSISTED BY HOTS
QUESTIONS ON CRITICAL THINKING SKILLS AND LEARNING
OUTCOMES***

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ABSTRACT

This study focuses on two main objectives, namely to describe the implementation of the Search, Solve, Create, and Share (SSCS) Learning Model assisted by Higher Order Thinking Skills (HOTS) questions, and to examine its effectiveness and impact on critical thinking skills and learning outcomes of IPAS. The implementation of this research was carried out at SD Negeri 3 Batubulan during the period of August to November 2025. In terms of design, this study uses a quasi-experiment approach with the type of Non-Equivalent Pre-test Post-test Control Group. Samples were determined through the Intact Group-type Simple Random Sampling technique, which involved 31 students in the experimental group and 28 students in the control group, with initial equivalence verified through pre-tests. Data collection relies on essay tests to assess critical thinking and objective tests for IPAS learning outcomes, where both instruments have passed the feasibility test including validity, differentiation, difficulty, and reliability. The collected data were analyzed descriptively and inferentially using MANOVA. The findings of the analysis showed that the SSCS Learning Model assisted by HOTS questions had a simultaneous impact on critical thinking skills with a significance value of 0.001 which was smaller than 0.05. In addition, this model has also been shown to have a significant positive influence on critical thinking skills (Sig. 0.001 < 0.05) and on social studies learning outcomes (Sig. 0.001 < 0.05). Based on these findings, it can be concluded that the application of the SSCS Learning Model assisted by HOTS questions has a real impact on improving critical thinking skills and social studies learning outcomes of grade V elementary school students.

Keywords: Critical thinking skills, learning outcomes, SSCS Learning Model,