

PENGARUH MODEL *DISCOVERY LEARNING* BERPENDEKATAN *DEEP LEARNING* TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN KETERAMPILAN KOLABORASI IPAS SISWA KELAS IV SD

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ABSTRAK

Rendahnya keterlibatan kognitif siswa dalam pembelajaran IPAS berdampak pada belum optimalnya kemampuan berpikir kritis dan keterampilan kolaborasi siswa sekolah dasar. Penelitian ini bertujuan untuk menganalisis pengaruh model *Discovery Learning* berpendekatan *Deep Learning* terhadap kemampuan berpikir kritis dan keterampilan kolaborasi siswa kelas IV. Penelitian ini menggunakan pendekatan kuantitatif dengan desain eksperimen semu (*quasi experiment*) dan rancangan *non-equivalent control group design*. Populasi penelitian adalah seluruh siswa kelas IV pada SD Negeri se-Desa Panji. Sampel penelitian ditentukan melalui teknik *cluster random sampling*. Berdasarkan hasil pengundian, siswa kelas IV SD Negeri 4 Panji ditetapkan sebagai kelompok eksperimen berjumlah 32 siswa dan siswa kelas IV SD Negeri 6 Panji sebagai kelompok kontrol berjumlah 21 siswa. Karena jumlah kedua kelompok tidak sama, dilakukan *simple random sampling* pada kelompok eksperimen sehingga masing-masing kelompok terdiri atas 21 siswa. Kemampuan berpikir kritis siswa diukur menggunakan tes uraian, sedangkan keterampilan kolaborasi diukur menggunakan lembar observasi. Data dianalisis menggunakan uji MANOVA. Hasil penelitian menunjukkan bahwa terdapat perbedaan yang signifikan pada kemampuan berpikir kritis antara siswa yang mengikuti model *Discovery Learning* berpendekatan *Deep Learning* dan siswa yang tidak mengikuti model tersebut dengan nilai signifikansi sebesar 0,000. Sementara itu, keterampilan kolaborasi menunjukkan nilai signifikansi sebesar 0,506 sehingga tidak terdapat perbedaan yang signifikan antara kedua kelompok. Secara simultan, model *Discovery Learning* berpendekatan *Deep Learning* memberikan pengaruh terhadap kemampuan berpikir kritis dan keterampilan kolaborasi siswa. Dengan demikian, model *Discovery Learning* berpendekatan *Deep Learning* efektif diterapkan untuk meningkatkan kemampuan berpikir kritis siswa, namun belum menunjukkan pengaruh yang signifikan terhadap keterampilan kolaborasi siswa.

Kata Kunci: *Discovery Learning*, *Deep Learning*, Berpikir Kritis, Keterampilan Kolaborasi, Pendidikan Dasar

**THE EFFECT OF THE DISCOVERY LEARNING MODEL WITH A DEEP
LEARNING APPROACH ON CRITICAL THINKING SKILLS AND
COLLABORATIVE SKILLS IN NATURAL AND SOCIAL SCIENCES (IPAS) OF
FOURTH GRADE ELEMENTARY SCHOOL STUDENTS**

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ABSTRACT

Low cognitive engagement in IPAS learning has resulted in students' critical thinking and collaboration skills not being optimally developed in elementary schools. This study aimed to analyze the effect of the Discovery Learning model with a Deep Learning approach on the critical thinking and collaboration skills of fourth-grade students. This study employed a quantitative approach with a quasi-experimental design using a non-equivalent control group design. The population consisted of all fourth-grade students in Cluster V Sukasada. The samples were determined using a cluster random sampling technique. Based on the random selection results, fourth-grade students of SD Negeri 4 Panji were assigned as the experimental group with 32 students, while fourth-grade students of SD Negeri 6 Panji were assigned as the control group with 21 students. Since the number of students in both groups was unequal, simple random sampling was conducted in the experimental group so that each group consisted of 21 students. Data on critical thinking were collected using essay tests, while collaboration data were collected using observation sheets. The data were analyzed using MANOVA. The results showed a significant difference in critical thinking between students who learned through the Discovery Learning model with a Deep Learning approach and those who did not, with a significance value of 0.000. Meanwhile, collaboration showed a significance value of 0.506, indicating no significant difference between the two groups. Simultaneously, the Discovery Learning model with a Deep Learning approach showed a significant effect on students' critical thinking and collaboration. Therefore, the model is effective in improving students' critical thinking, although it has not shown a significant effect on collaboration.

Keywords: *Discovery Learning, Deep Learning, Critical Thinking, Collaboration Skills, Primary Education*