

PENGARUH MODEL TUTOR SEBAYA TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA PADA MUATAN PKN KELAS IV SD

Oleh:

Ni Luh Komang Intan Diah Lestari, NIM 2211031583

Program Studi Pendidikan Guru Sekolah Dasar

Jurusan Pendidikan Dasar

ABSTRAK

Riset ini diorientasikan untuk menelisik implikasi penerapan metode pembimbingan sejawat terhadap kecakapan nalar kritis peserta didik kelas IV pada muatan Pendidikan Kewarganegaraan. Penelaahan ini dilatarbelakangi oleh defisitnya daya kognitif analitis siswa tingkat dasar selama kegiatan belajar mengajar. Subjek didik kerap memanifestasikan sikap statis, sehingga mereka menemui jalan buntu tatkala diinstruksikan untuk mengurai, menakar, serta memecahkan suatu polemik secara komprehensif. Menilik realitas empiris tersebut, dibutuhkan sebuah paradigma didaktis yang sanggup memantik partisipasi proaktif pelajar, yang mana hal ini dapat diakomodasi melalui skema tutor sebaya. Riset ini menelisik impak model tutor sebaya terhadap kecakapan nalar kritis peserta didik kelas IV pada pembelajaran Pendidikan Kewarganegaraan. Mengusung paradigma kuantitatif via eksperimen semu (*non-equivalent post-test only control group design*), studi ini memilah 60 subjek secara ekuivalen ke dalam poros perlakuan dan pembandingan. Penghimpunan data bersandar pada peranti uji esai yang telah terkalibrasi kesahihan, keandalan, derajat kerumitan, serta kapasitas diskriminasinya. Korpus data lantas dibedah berlandaskan statistik deskriptif dan inferensial, melingkupi prasyarat normalitas, homogenitas, hingga komparasi *Independent Samples t-test*. Deduksi riset menyingkapkan bahwasanya rerata ketajaman nalar kritis subjek pada kelompok perlakuan berhasil mengungguli kelompok pembandingan. Evaluasi hipotesis membuahkan taraf signifikansi (*Sig. 2-tailed*) pada probabilitas 0,030 ($< 0,05$), yang meratifikasi eksistensi impak substansial dari intervensi tutor sebaya terhadap daya kognisi kritis peserta didik. Walhasil, dapat ditarik konklusi bahwa pendekatan pedagogis tutor sebaya terbukti mangkus guna mengeskalasi kapasitas nalar kritis murid kelas IV pada ranah instruksional Pendidikan Kewarganegaraan.

Kata Kunci: Tutor sebaya, kemampuan berpikir kritis, Pendidikan Kewarganegaraan, sekolah dasar, model pembelajaran.

IMPROVING CRITICAL THINKING SKILLS OF FOURTH GRADE STUDENTS IN CIVICS EDUCATION THROUGH PEER TUTORING

By

Ni Luh Komang Intan Diah Lestari, NIM 2211031584

Elementary School Teacher Education Study Program

Department of Primary Education

ABSTRACT

This research aims to examine the implications of implementing a peer-tutoring method on the critical reasoning skills of fourth-grade students within the Civics Education curriculum. The study is motivated by the observed lack of analytical cognitive ability among elementary students during the teaching and learning process. Students often exhibit a static mindset, leading to an impasse when instructed to deconstruct, evaluate, and comprehensively resolve complex issues. Given this empirical reality, there is a need for a didactic paradigm capable of fostering proactive student participation—an objective that can be achieved through a peer-tutoring scheme. This study investigates the impact of the peer-tutoring model on the critical reasoning skills of fourth-grade students in Civics Education. Employing a quantitative paradigm via a quasi-experimental design (specifically, a non-equivalent post-test-only control group design), the study assigned 60 subjects to either the treatment group or the control group. Data collection relied on an essay test instrument calibrated for validity, reliability, difficulty level, and discriminatory power. The data were analyzed using descriptive and inferential statistics, including tests for normality and homogeneity, as well as an Independent Samples t-test for comparison. The findings reveal that the mean critical reasoning score of the treatment group surpassed that of the control group. Hypothesis testing yielded a significance level (Sig. 2-tailed) of 0.030 ($p < 0.05$), confirming a substantial impact of the peer-tutoring intervention on students' critical cognitive abilities. Consequently, it is concluded that the peer-tutoring pedagogical approach is effective in enhancing the critical reasoning capacity of fourth-grade students within the instructional context of Civics Education.

Keywords: *Peer Tutoring, Critical Thinking Skills, Civics Education, Elementary School Students, Quasi-Experimental Design*