

ABSTRAK

Ririen Dwi Puspitaningrum. 2025. Analisis Kemampuan Berpikir Kritis Pada Pembelajaran Ipa Melalui Implementasi Model Project Based Learning Berbantuan Media Video Animasi Pada Siswa Sekolah Dasar. Tesis. Madiun: Program Studi Magister Pendidikan Dasar, Fakultas Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Ivayuni Listiani, M.Pd., (II) Dr. Hendra Erik Rudyanto, M.Pd.

Penelitian ini bertujuan menganalisis kemampuan berpikir kritis siswa sekolah dasar pada pembelajaran IPA melalui implementasi model Project-Based Learning (PjBL) berbantuan media video animasi. Menggunakan pendekatan kualitatif, penelitian dilaksanakan di SDN Garon 01 Kecamatan Balerejo Kabupaten Madiun, melibatkan 28 siswa kelas VI dengan 12 informan utama. Pengumpulan data dilakukan melalui observasi partisipatif, wawancara mendalam, dan dokumentasi, dengan analisis data mengikuti model Miles, Huberman, dan Saldana.

Hasil penelitian menunjukkan bahwa implementasi model PjBL berbantuan media video animasi efektif mengembangkan kemampuan berpikir kritis siswa pada materi tata surya. Kemampuan berpikir kritis menunjukkan perkembangan signifikan pada semua aspek yang diteliti: interpretasi, analisis, evaluasi, inferensi, penjelasan, dan regulasi diri. Temuan penelitian mengungkapkan 85,7% siswa berhasil menganalisis informasi karakteristik planet dari video animasi, 82,1% dapat mengevaluasi kesesuaian material untuk membuat replika tata surya, dan 78,6% berhasil mensintesis informasi dari berbagai sumber pembelajaran.

Media video animasi berperan krusial melalui tiga mekanisme utama: meningkatkan motivasi belajar (92,9% siswa menunjukkan antusiasme tinggi), memfasilitasi pemahaman konsep abstrak dengan memvisualisasikan fenomena astronomi, dan merangsang pertanyaan kritis yang mendorong pemikiran analitis lebih dalam. Model PjBL terbukti efektif melalui pembelajaran berbasis masalah autentik, kolaborasi kelompok konstruktif, dan pengalaman langsung dalam membuat replika ilmiah.

Meskipun menghadapi tantangan termasuk keterbatasan waktu, variasi kemampuan siswa, dan ketersediaan sumber daya, penelitian ini mendemonstrasikan bahwa mengintegrasikan model PjBL dengan media video animasi memberikan dampak positif substansial pada pengembangan kemampuan berpikir kritis siswa sekolah dasar.

Kata kunci: *berpikir kritis, media video animasi, pembelajaran IPA SD, Project-Based Learning, penelitian kualitatif*

ABSTRACT

Ririn Dwi Puspitaningrum. 2025. Analysis Of Critical Thinking Skills In Science Learning Through The Implementation Of Project Based Learning Model Assisted By Animated Video Media In Elementary School Students. Thesis. Madiun: Master's Program in Elementary Education, Graduate Faculty, PGRI University Madiun. Advisor Dr. Ivayuni Listiani, M.Pd., Co Advisor Dr. Hendra Erik Rudyanto, M.Pd.

This research aims to analyze elementary school students' critical thinking skills in science learning through the implementation of Project-Based Learning (PjBL) model assisted by animated video media. Using a qualitative approach, this study was conducted at SDN Garon 01, Balerejo District, Madiun Regency, involving 28 sixth-grade students with 12 primary informants. Data collection was conducted through participatory observation, in-depth interviews, and documentation, with data analysis following the Miles, Huberman, and Saldana model.

The research results indicate that the implementation of PjBL model assisted by animated video media effectively develops students' critical thinking abilities in solar system material. Critical thinking abilities showed significant development across all aspects studied: interpretation, analysis, evaluation, inference, explanation, and self-regulation. Research findings reveal that 85.7% of students successfully analyzed planet characteristics information from animated videos, 82.1% could evaluate material suitability for creating solar system replicas, and 78.6% successfully synthesized information from various learning sources.

Animated video media played a crucial role through three main mechanisms: increasing learning motivation (92.9% of students showed high enthusiasm), facilitating understanding of abstract concepts by visualizing astronomical phenomena, and stimulating critical questions that encouraged deeper analytical thinking. The PjBL model proved effective through authentic problem-based learning, constructive group collaboration, and direct experience in creating scientific replicas.

Despite facing challenges including time limitations, variations in student abilities, and resource availability, this research demonstrates that integrating PjBL model with animated video media provides substantial positive impact on developing elementary school students' critical thinking abilities. The findings contribute significantly to science learning practice development in elementary schools, particularly in integrating learning technology and innovative pedagogical models to develop higher-order thinking skills from an early age

Keywords: *animated video media, critical thinking, elementary science learning, Project-Based Learning, qualitative research*