

ABSTRAK

Fifin Mustika Kusriati Rahayu. (2026). Efektivitas Model Pembelajaran *Learning Cycle 5E* Berbantuan Media *Articulate Storyline* terhadap *Critical Thinking* Ditinjau dari Motivasi Belajar Siswa Sekolah Dasar. Program Studi Pendidikan Guru Sekolah Dasar, FKIP, Universitas PGRI Madiun. Pembimbing I Dr. Rissa Prima Kurniawati, M.Pd., Pembimbing II Dr. Naniek Kusumawati, M.Pd.

Kemampuan *critical thinking* merupakan salah satu keterampilan penting yang perlu dimiliki siswa untuk menganalisis, mengevaluasi, dan menyelesaikan permasalahan secara logis. Berdasarkan hasil observasi di SDN Mojorejo 02, kemampuan *critical thinking* siswa pada mata pelajaran IPAS masih tergolong rendah. Kondisi tersebut dipengaruhi oleh pembelajaran yang masih berpusat pada guru serta penggunaan media pembelajaran yang kurang bervariasi. Oleh karena itu, diperlukan model pembelajaran yang mampu melibatkan siswa secara aktif dalam proses pembelajaran. Penelitian ini bertujuan untuk mengetahui efektivitas model pembelajaran *learning cycle 5E* berbantuan media *Articulate Storyline* terhadap *critical thinking* ditinjau dari motivasi belajar siswa sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *true experimental design* jenis *post-test only control design*. Subjek penelitian terdiri atas dua kelas, yaitu kelas V-B sebagai kelas eksperimen yang diberikan perlakuan menggunakan model pembelajaran *learning cycle 5E* berbantuan media *Articulate Storyline* dan kelas V-C sebagai kelas kontrol yang menggunakan metode ceramah. Teknik pengumpulan data dilakukan melalui tes *critical thinking* dan angket motivasi belajar. Analisis data dilakukan melalui uji normalitas, homogenitas, dan uji hipotesis menggunakan *two-way ANOVA*. Hasil penelitian menunjukkan bahwa model pembelajaran *learning cycle 5E* berbantuan media *Articulate Storyline* berpengaruh signifikan terhadap kemampuan *critical thinking* siswa dengan nilai signifikansi sebesar 0,000, motivasi belajar juga berpengaruh signifikan terhadap kemampuan *critical thinking* dengan nilai signifikansi sebesar 0,003, sedangkan interaksi antara model pembelajaran *learning cycle 5E* dan motivasi belajar tidak menunjukkan pengaruh yang signifikan dengan nilai signifikansi sebesar 0,240. Dengan demikian, model pembelajaran *learning cycle 5E* berbantuan media *Articulate Storyline* efektif meningkatkan kemampuan *critical thinking* siswa pada mata pelajaran IPAS tanpa dipengaruhi oleh tingkat motivasi belajar siswa.

Kata Kunci: *Learning Cycle 5E*, *Articulate Storyline*, *Critical Thinking*, Motivasi Belajar, IPAS.

ABSTRACT

Fifin Mustika Kusriati Rahayu. 2026. The Effectiveness of the Learning Cycle 5E Model Assisted by Articulate Storyline Media on Elementary School Students' Critical Thinking in Terms of Learning Motivation. Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, PGRI Madiun University. Supervisor I: Dr. Rissa Prima Kurniawati, M.Pd.; Supervisor II: Dr. Naniek Kusumawati, M.Pd.

Critical thinking is one of the essential skills that students need to analyze, evaluate, and solve problems logically. Based on observations conducted at SDN Mojorejo 02, students' critical thinking skills in Science and Social Studies (IPAS) were still relatively low. This condition was influenced by teacher-centered learning and the limited use of innovative learning media. Therefore, a learning model that actively engages students in the learning process is needed. This study aimed to determine the effectiveness of the learning cycle 5E model assisted by Articulate Storyline media on students' critical thinking skills in terms of learning motivation. This study employed a quantitative approach using a true experimental design with a post-test only control design. The research subjects consisted of two classes: Class V-B as the experimental group, which was taught using the learning cycle 5E model assisted by Articulate Storyline media, and Class V-C as the control group, which received conventional lecture-based instruction. Data were collected through a critical thinking test and a learning motivation questionnaire. Data analysis was conducted using normality and homogeneity tests, followed by hypothesis testing through two-way ANOVA. The results revealed that the learning cycle 5E model assisted by Articulate Storyline media had a significant effect on students' critical thinking skills with a significance value of 0.000. Learning motivation also had a significant effect on critical thinking skills with a significance value of 0.003. However, there was no significant interaction between the learning cycle 5E model and learning motivation, as indicated by a significance value of 0.240. Therefore, the learning cycle 5E model assisted by Articulate Storyline media is effective in improving students' critical thinking skills in IPAS learning regardless of their level of learning motivation.

Keywords: Learning Cycle 5E, Articulate Storyline, Critical Thinking, Learning Motivation, Science and Social Studies (IPAS).