

ABSTRAK

Purnomo Indra Saputra, 2026. Efektivitas Model *Learning Cycle 5e* (*Engage, Explore, Explain, Elaborate, Evaluate*) Berbantuan Media *Flashcard* Terhadap Kemampuan Berpikir Kritis Pembelajaran Ips Siswa Kelas V Sekolah Dasar. Tesis. Program Studi Pendidikan Dasar, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Ivayuni Listiani, M.Pd. (II) Dr. Heny Kusuma Widyaningrum, M.Pd.

Kata Kunci : *Learning Cycle 5E*, Berpikir Kritis, Pembelajaran IPA, Sekolah Dasar.

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis siswa kelas V Sekolah Dasar pada pembelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS). Berdasarkan observasi di salah satu SD di Kota Madiun, pembelajaran masih didominasi pendekatan konvensional (*teacher-centered*) dan hafalan, sehingga siswa mengalami kebingungan ketika dihadapkan pada soal-soal analisis pemecahan masalah. Penelitian ini bertujuan untuk menganalisis efektivitas penerapan model *Learning Cycle 5E* (*Engage, Explore, Explain, Elaborate, Evaluate*) berbantuan media *flashcard* terhadap peningkatan kemampuan berpikir kritis siswa kelas V Sekolah Dasar pada mata pelajaran IPAS. Penelitian ini merupakan jenis penelitian kuantitatif dengan menggunakan metode eksperimen. Populasi yang digunakan dalam penelitian ini adalah siswa kelas 5 MIN 2 Kota Madiun yang berjumlah 186 siswa yang terdiri dari kelas 5A, 5B, 5C, 5D, dan 5E dan di dapat sampel berjumlah 74 siswa. Teknik pengambilan sampel pada penelitian ini menggunakan *Cluster Random Sampling*. Teknik analisis data yang digunakan adalah uji prasyarat meliputi uji normalitas, uji homogenitas, uji keseimbangan, dan uji hipotesis. Berdasarkan hasil uji hipotesis diperoleh nilai signifikansi (2-tailed) < taraf signifikansi 0.05 yaitu $0.046 < 0.05$, sehingga dapat disimpulkan model *Learning Cycle 5E* (*Engage, Explore, Explain, Elaborate, Evaluate*) berbantuan media *flashcard* efektif dalam meningkatkan kemampuan berpikir kritis siswa Kelas 5 Min 2 Kota Madiun.

ABSTRAC

Purnomo Indra Saputra, 2026. *The Effectiveness of the 5E Learning Cycle Model (Engage, Explore, Explain, Elaborate, Evaluate) Assisted by Flashcard Media on the Critical Thinking Skills of Fifth-Grade Elementary School Students in IPAS (Natural and Social Sciences) Learning*. Thesis. Basic Education Study Program, Graduate School, Universitas PGRI Madiun. Supervisors: (I) Dr. Ivayuni Listiani, M.Pd.; (II) Dr. Heny Kusuma Widyaningrum, M.Pd.

Keywords : 5E Learning Cycle, Critical Thinking, Science Learning, Elementary School.

This study was motivated by the low critical thinking skills of fifth-grade elementary school students in Natural and Social Sciences (IPAS) lessons. Observations at an elementary school in Madiun City revealed that instruction was still dominated by conventional (teacher-centered) approaches and rote memorization, causing students to struggle when faced with analytical problem-solving questions. This study aimed to analyze the effectiveness of implementing the 5E Learning Cycle model (Engage, Explore, Explain, Elaborate, Evaluate)—supported by flashcards—in enhancing the critical thinking skills of fifth-grade students in the IPAS subject. This was a quantitative study employing an experimental method. The population consisted of 186 fifth-grade students from MIN 2 Madiun City (classes 5A, 5B, 5C, 5D, and 5E), from which a sample of 74 students was selected. Cluster Random Sampling was used as the sampling technique. Data analysis involved prerequisite tests—including normality, homogeneity, and balance tests—followed by hypothesis testing. The hypothesis test results showed a (2-tailed) significance value of 0.046, which is below the 0.05 significance level; thus, it can be concluded that the 5E Learning Cycle model (Engage, Explore, Explain, Elaborate, Evaluate) supported by flashcards is effective in improving the critical thinking skills of fifth-grade students at MIN 2 Madiun City.