

ABSTRAK

Muhammad Rido Arbiansyah. 1222090104. “Penerapan Model Pembelajaran CPS (*Creative Problem Solving*) untuk Meningkatkan Kemampuan berpikir kritis Siswa pada Mata Pelajaran Ilmu Pengetahuan Alam Sosial. (Penelitian Tindakan Kelas V Fase C MIN 2 Kota Bandung)

Penelitian ini berawal dari masalah rendahnya kemampuan berpikir kritis siswa Madrasah Ibtidaiyah, yang pembelajarannya masih cenderung berlangsung monoton. Akibatnya, siswa menjadi kurang aktif dan kurang tertarik, serta mengalami kesulitan memahami isi materi saat melakukan analisis. Karena itu, dibutuhkan langkah yang benar-benar nyata untuk mengatasinya, yakni dengan menerapkan Model Pembelajaran CPS yang berfokus pada *Creative Problem Solving*.

Adapun penelitian ini disusun dengan tiga tujuan: 1) mengetahui kemampuan berpikir kritis siswa kelas V MIN 2 kota Bandung sebelum diterapkan Model Pembelajaran CPS; 2) menjelaskan bagaimana proses penerapan Model Pembelajaran CPS di kelas V MIN 2 kota Bandung; dan 3) mengetahui kemampuan berpikir kritis siswa kelas V MIN 2 kota Bandung setelah diterapkan Model Pembelajaran CPS pada setiap siklus.

Penelitian ini dilaksanakan di kelas V MIN 2 kota Bandung dengan metode Penelitian Tindakan Kelas yang berlangsung dalam tiga siklus. Setiap siklus meliputi tahap perencanaan, pelaksanaan, observasi, dan refleksi. Jumlah subjek penelitian sebanyak 21 siswa. Pengumpulan data dan analisis data dilakukan secara kuantitatif dan kualitatif untuk memantau sekaligus menilai perkembangan kemampuan membaca pemahaman siswa pada tiap siklus.

Hasil penelitian menunjukkan bahwa sebelum penerapan Model Pembelajaran CPS, kemampuan berpikir kritis siswa pada siklus I memiliki rata-rata 64,58. Pada waktu yang sama, aktivitas guru tercatat 64,70% dan aktivitas siswa sebesar 76,19%. Terjadi peningkatan yang terlihat dari naiknya nilai rata-rata, yaitu dari 58,05 pada pra-siklus menjadi 64,58, serta meningkatnya ketuntasan klasikal dari 23,80% menjadi 38,09%. Pada siklus II, rata-rata kemampuan berpikir kritis terus bertambah hingga 71,13, dengan aktivitas guru mencapai 82,35% dan aktivitas siswa 82,38%. Ketuntasan klasikal juga naik dari 38,09% menjadi 57,14%. Selanjutnya pada siklus III, rata-rata kemampuan berpikir kritis mencapai 78,57, sedangkan aktivitas guru dan aktivitas siswa masing-masing berada pada 94,11% dan 89,52%. Ketuntasan klasikal bertambah menjadi 85,71%, sehingga sudah melewati kriteria keberhasilan penelitian sebesar 75%. Berdasarkan temuan tersebut, pembelajaran dihentikan pada siklus III karena indikator keberhasilan klasikal sebesar 75% atau lebih telah tercapai, yang menunjukkan bahwa Model Pembelajaran CPS efektif dalam meningkatkan kemampuan berpikir kritis siswa.

Kata Kunci: *Creative Problem Solving* (CPS), Kemampuan Berpikir Kritis, Pembelajaran IPAS, Penelitian Tindakan Kelas (PTK), Siswa Sekolah Dasar.

ABSTRACT

Muhammad Rido Arbiansyah. 1222090104. "The Application of the CPS (Creative Problem Solving) Learning Model to Improve Students' Critical Thinking Skills in Social Sciences. (Classroom Action Research, Grade 5, Phase C, MIN 2, Bandung City)

This study originated from the problem of low critical thinking skills among students at Madrasah Ibtidaiyah, where learning tends to be monotonous. As a result, students become less active and less interested, and experience difficulty understanding the material when conducting analysis. Therefore, concrete steps are needed to address this issue, namely by implementing the CPS Learning Model, which focuses on Creative Problem Solving.

This research was conducted with three objectives.: 1) to determine the critical thinking skills of fifth-grade students at MIN 2 Bandung before the implementation of the CPS Learning Model; 2) to describe the process of implementing the CPS Learning Model in the fifth-grade class at MIN 2 Bandung; and 3) to determine the critical thinking skills of fifth-grade students at MIN 2 Bandung after the implementation of the CPS Learning Model in each cycle.

This study was conducted in the fifth-grade class at MIN 2 in Bandung using the Classroom Action Research method, which took place over three cycles. Each cycle included the stages of planning, implementation, observation, and reflection. The study involved 21 students. Data collection and analysis were conducted using both quantitative and qualitative methods to monitor and assess the development of students' reading comprehension skills in each cycle.

The results showed that prior to the implementation of the Creative Problem Solving (CPS) learning model, the students' critical thinking ability had an average score of 58.05 in the pre-cycle. In Cycle I, the average score increased to 64.58, while teacher activity reached 64.70% and student activity reached 76.19%. Classical learning completeness also increased from 23.80% in the pre-cycle to 38.09% in Cycle I. In Cycle II, the average critical thinking ability continued to increase to 71.13, with teacher activity reaching 82.35% and student activity reaching 82.38%. Classical learning completeness also increased from 38.09% to 57.14%. Furthermore, in Cycle III, the average critical thinking ability reached 78.57, while teacher and student activities reached 94.11% and 89.52%, respectively.

Classical learning completeness increased to 85.71%, exceeding the research success criterion of 75%. Based on these findings, the learning process was discontinued after Cycle III because the classical success indicator of 75% or higher had been achieved. These results indicate that the Creative Problem Solving (CPS) learning model was effective in improving students' critical thinking abilities.

Keywords: Creative Problem Solving (CPS), Critical Thinking Skills, IPAS Learning, Classroom Action Research (CAR), Elementary School Students.