

**ABSTRAK**  
**PENGARUH STRATEGI PEMBELAJARAN SAINTIFIK BERBANTU MULTIMEDIA DAN SIKAP ILMIAH TERHADAP KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK SEKOLAH DASAR KELAS IV PADA MATA PELAJARAN IPA**

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Pembelajaran Saintifik pada Kurikulum 2013 di Gugus 3, kecamatan Rawalumbu yang bertujuan mengembangkan kemampuan peserta didik yang kreatif dan berpikir kritis belum dilaksanakan secara optimal sehingga kemampuan tersebut belum tampak dimiliki oleh peserta didik. Hal ini terlihat dari hasil belajar peserta didik hanya 8% peserta didik yang dapat menjawab soal berdimensi C4-C6. Penelitian ini bertujuan untuk menganalisa pengaruh interaksi penerapan pembelajaran Saintifik berbantu multimedia dan sikap ilmiah terhadap kemampuan berpikir kritis peserta didik Sekolah Dasar kelas IV pada mata pelajaran IPA. Penelitian dilakukan di SDN Bojong Rawalumbu IX kota Bekasi. Populasi penelitian adalah sekolah dasar yang ada di Gugus 3 kecamatan Rawalumbu kota Bekasi. Sampel diambil dengan cara pemilihan secara acak (Random Sampling) dan terpilih SDN Bojong Rawalumbu IX yang terdapat 2 kelas dengan jumlah peserta didik 60 orang. Penelitian menggunakan metode quasi eksperimen dengan desain factorial 2 x 2. Teknik analisis data menggunakan analisis varians dua jalur (ANOVA), dengan bantuan SPSS versi 25. Kriteria uji F adalah terima  $H_0$ , jika  $F_{hitung} < F_{tabel}$ , dengan tarafs ignifikasi 0,05. Hasil penelitian menunjukkan bahwa (1) terdapat perbedaan antara penerapan strategi pembelajaran Saintifik berbantu multimedia dan strategi pembelajaran Saintifik tanpa multimedia secara signifikan terhadap kemampuan berpikir kritis peserta didik kelas IV Sekolah Dasar, maka  $H_0$  ditolak. Terlihat dari hasil pada Strategi pembelajaran Saintifik yang signifikansi  $< 0,05$  ( $0,032 < 0,05$ ). (2) terdapat perbedaan antara sikap ilmiah tinggi dengan sikap ilmiah rendah terhadap kemampuan berpikir kritis peserta didik di Sekolah Dasar yang signifikan sebesar  $< 0,05$  ( $0,004 < 0,05$ ) maka  $H_0$  ditolak. (3) terdapat interaksi antara strategi pembelajaran Saintifik dan sikap ilmiah terhadap kemampuan berpikir kritis peserta didik yang signifikan sebesar  $> 0,05$  ( $0,33 > 0,05$ ) maka  $H_0$  diterima. Kesimpulan dari penelitian tersebut adalah terdapat interaksi antara strategi pembelajaran Saintifik berbantu multimedia dan sikap ilmiah terhadap berpikir kritis peserta didik sekolah dasar mata pelajaran IPA.

Kata Kunci :Saintifik, Multimedia, Sikap Ilmiah, Berpikir Kritis

**ABSTRACT****THE INFLUENCE OF MULTIMEDIA-BASED SCIENCE AND  
MULTIMEDIA-BASED LEARNING STRATEGY ON SCIENTIFIC  
THINKING ABILITY OF CRITICAL THINKING PARTICIPANTS IN  
THE BASIC STUDENTS OF CLASS IV IN IPA**

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Scientific Learning in Curriculum 2013 in Cluster 3, Rawalumbu sub-district which aims to develop the ability of creative students and critical thinking has not been implemented optimally so that these abilities do not appear to be owned by students. This is evident from the learning outcomes of students only 8% of students who can answer questions about the dimension C4-C6. This study aims to analyze the effect of the interaction of the application of scientific learning assisted by multimedia and scientific attitudes towards the critical thinking skills of elementary school students in grade IV on natural science subjects. The study was conducted at SDN Bojong Rawalumbu IX, Bekasi city. The study population was elementary schools in Cluster 3, Rawalumbu sub-district, Bekasi city. Samples were taken by random sampling (random sampling) and SDN Bojong Rawalumbu IX was selected, consisting of 2 classes with 60 students. The study used a quasi-experimental method with a 2 x 2 factorial design. Data analysis techniques used two-way analysis of variance (ANOVA), with the help of SPSS version 16. The F test criterion is accept  $H_0$ , if  $F_{count} < F_{table}$ , with an ignition level of 0.05. The results showed that (1) there is a difference between the application of scientific learning strategies assisted by multimedia and scientific learning strategies without multimedia significantly to the critical thinking skills of grade IV students of elementary schools, so  $H_0$  is rejected. Seen from the results of the Scientific learning strategy of significance  $<0.05$  (0.045)  $<0.05$ , (2) there is a difference between high scientific attitude and low scientific attitude towards critical thinking ability of students in elementary school which is significant at  $<0.05$  (0.007)  $<0.05$  then  $H_0$  is rejected, (3) there is an interaction between Scientific learning strategies and scientific attitudes towards critical thinking skills of students significant  $> 0.05$  (0.747  $> 0.05$ ) then  $H_0$  is accepted. The conclusion of the study is that there is an interaction between scientific learning strategies assisted by multimedia and scientific attitudes towards critical thinking of elementary school students in natural science subjects.

Keywords: Scientific, Multimedia, Scientific Attitude, Critical Thinking