

ABSTRAK

Ulfiya Nuramdilah. 2025. Efektivitas Pendekatan Pembelajaran Berdiferensiasi Terhadap Peningkatan Kemampuan Berpikir Kritis Siswa Kelas V SD. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Islam Balitar. Pembimbing: (1) Sripit Widiastuti S.Pd, M.Pd 1 (2) Ida Putriani, S.Pd, M.Pd

Kata Kunci: pembelajaran berdiferensiasi, berpikir kritis, IPAS, efektivitas

Pendidikan abad ke-21. Pendekatan pembelajaran berdiferensiasi hadir sebagai solusi untuk mengakomodasi perbedaan gaya belajar, minat, dan kesiapan siswa dalam proses belajar mengajar. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penerapan pendekatan pembelajaran berdiferensiasi terhadap kemampuan berpikir kritis siswa kelas V Sekolah Dasar.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen, yaitu desain *Pretest-posttest* control group design. Subjek dalam penelitian ini terdiri dari dua kelompok, yaitu kelas eksperimen yang mendapatkan pembelajaran menggunakan pendekatan diferensiasi dan kelas kontrol yang menggunakan metode konvensional. Instrumen penelitian berupa tes berpikir kritis diberikan sebelum dan sesudah perlakuan. Data yang diperoleh dianalisis menggunakan uji normalitas, homogenitas, anova, dan uji T (*independent sample t-test*) untuk melihat perbedaan hasil belajar antar kelompok.

Hasil penelitian menunjukkan bahwa terdapat peningkatan signifikan antara nilai *Pretest* dan *posttest* pada kelas eksperimen. Penerapan pembelajaran berdiferensiasi terbukti efektif dalam meningkatkan kemampuan berpikir kritis siswa, dibandingkan dengan pembelajaran konvensional. Pendekatan ini mendorong siswa untuk lebih aktif, kreatif, serta mampu menyesuaikan proses belajar sesuai dengan kebutuhan individu. Dengan demikian, pendekatan pembelajaran berdiferensiasi dapat dijadikan alternatif strategi pembelajaran yang relevan di sekolah dasar.

ABSTRACT

Ulfiya Nuramdilah. 2025. The Effectiveness of IPAS Learning Using a Differentiated Approach on the Critical Thinking Skills of Grade 5 Students at SDN Srengat 01. Faculty of Teacher Training and Education, Universitas Islam Balitar. Supervisors: (1) Sripit Widiastuti S.Pd, M.Pd 1 (2) Ida Putriani, S.Pd, M.Pd.

Keywords: *differentiated learning, critical thinking, IPAS, Effectiveness*

This research is motivated by the importance of developing critical thinking skills among elementary school students, particularly in Grade 5, in response to the demands of 21st-century education. Differentiated learning is presented as a solution to accommodate students' diverse learning styles, interests, and readiness levels in the teaching and learning process. The purpose of this study is to determine the effectiveness of implementing a differentiated learning approach in improving the critical thinking skills of Grade 5 elementary school students.

This study employs a quantitative approach with an experimental method, specifically using a Pretest-posttest control group design. The research subjects consisted of two groups: an experimental class that received differentiated instruction and a control class that used conventional teaching methods. The research instrument was a critical thinking skills test administered before and after the intervention. Data were analyzed using normality tests, homogeneity tests, Anova, and independent sample t-tests to determine differences in learning outcomes between the groups.

The results showed a significant difference between the Pretest and posttest scores in the experimental class. The implementation of differentiated learning proved effective in enhancing students' critical thinking skills compared to conventional learning. This approach encouraged students to be more active, creative, and able to adapt their learning processes to individual needs. Therefore,

differentiated learning can be considered a relevant alternative instructional strategy in elementary schools.