

ABSTRAK

EFEKTIVITAS PENGGUNAAN *E-MODUL* TERHADAP KEMAMPUAN BERPIKIR KRITIS PADA PEMBELAJARAN IPAS KELAS IV SEKOLAH DASAR

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Masalah pada penelitian ini adalah rendahnya kemampuan berpikir kritis pada pembelajaran IPAS peserta didik kelas IV UPTD SD Negeri 09 Tegineneng. Penelitian ini bertujuan untuk menganalisis efektivitas penerapan e-modul terhadap kemampuan berpikir kritis pada pembelajaran IPAS peserta didik kelas IV. Metode penelitian ini adalah *pre experimental design* dengan Penentuan sampel menggunakan teknik *purposive sampling*, teknik penentuan sampel di mana semua anggota populasi dijadikan sampel. Teknik pengumpulan data dengan teknik tes dan non tes berupa lembar observasi. Hasil penelitian menunjukkan terdapat efektivitas penerapan e-modul terhadap kemampuan berpikir kritis pada pembelajaran IPAS peserta didik kelas IV UPTD SD Negeri 09 Tegineneng tahun ajaran 2024/2025. Hasil nilai N-gain dengan kategori sedang, dapat dikatakan bahwa keterampilan berpikir kritis peserta didik mengalami peningkatan berdasarkan nilai N-Gain yang, artinya dapat disimpulkan bahwa e-modul berbasis *problem-based learning* efektif terhadap kemampuan berpikir kritis pada pembelajaran IPAS peserta didik kelas IV.

Kata kunci: berpikir kritis, efektivitas, e-modul.

ABSTRACT

THE EFFECTIVENESS OF USING E-MODULE ON CRITICAL THINKING ABILITY ON SCIENCE LEARNING GRADE 4 ELEMENTARY SCHOOL

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The problem in this study was the low critical thinking skills in IPAS learning among fourth-grade students at UPTD SD Negeri 09 Tegineneng. This study aimed to analyze the effectiveness of using an e-module on the critical thinking skills in IPAS learning among fourth-grade students. The research method used was a pre-experimental design with the sample determined using purposive sampling, where all members of the population were taken as the sample. The data collection techniques used were tests and non-test techniques in the form of observation sheets. The results showed that the use of the e-module was effective for improving critical thinking skills in IPAS learning among the fourth-grade students at UPTD SD Negeri 09 Tegineneng in the 2024/2025 school year. The N-gain results were in the medium category, which indicated that the students' critical thinking skills increased based on the N-gain scores. It could be concluded that the problem-based learning e-module was effective in improving critical thinking skills in IPAS learning among fourth-grade students.

Keywords: critical thinking, effectiveness, e-modules.