

ABSTRAK

PENGEMBANGAN MODUL BERBASIS ETNOSAINS UNTUK MENINGKATKAN CRITICAL AND CREATIVE THINKING (CCT) SKILLS DI SEKOLAH DASAR

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Penelitian ini bertujuan untuk mengembangkan modul berbasis etnosains pada mata pelajaran IPAS untuk meningkatkan *critical and crative thinking* (CCT) *skills* siswa kelas V SD. Metode penelitian yang digunakan adalah *Research and Development* (R&D) dengan model pengembangan ADDIE. Sampel penelitian ini terdiri dari 16 siswa kelas V SDN Wates Selatan sebagai kelas kontrol dan 30 siswa kelas V SDN 2 Tambahrejo sebagai kelas eksperimen. Uji praktikalitas kelompok kecil bertempat di SDN 1 Wates, sedangkan uji validitas dan reliabilitas soal bertempat di SDN 1 Wates Timur. Data dikumpulkan melalui observasi, angket validasi, tes, dan dokumentasi, kemudian dianalisis secara kuantitatif dan kualitatif. Hasil validasi ahli menunjukkan bahwa modul berbasis etnosains memenuhi kriteria kelayakan dengan skor validasi ahli media mendapat skor sebesar 0,9250 dengan kategori sangat valid, validasi ahli materi mendapat skor sebesar 0,7344 dengan kategori valid dan validasi ahli bahasa mendapat skor sebesar 0,8889 dengan kategori sangat valid. Uji coba lapangan menunjukkan peningkatan signifikan dalam *critical and crative thinking* (CCT) *skills* siswa, dengan hasil uji N-Gain yang memperoleh nilai sebesar 0,6587 termasuk kriteria sedang. Hasil uji *t* menunjukkan *sig 2 tailed* 0,001 dan dibawah 0,05 dengan memenuhi kriteria uji bahwa terdapat perbedaan yang signifikan antara nilai *pretest* (sebelum menggunakan modul berbasis etnosains) dan *posttest* (setelah menggunakan modul berbasis etnosains). Uji *effect size* yang dilakukan mendapat skor sebesar 3,1 dan masuk ke dalam kategori sangat tinggi.

Kata kunci: modul, etnosains, *critical and creative thinking* (CCT) *skills*

ABSTRACT

DEVELOPMENT OF ETHNOSCIENCE-BASED MODULES TO ENHANCE CRITICAL AND CREATIVE THINKING (CCT) SKILLS IN ELEMENTARY SCHOOLS

by

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This study aims to develop an ethnoscience-based module for IPAS (Integrated Science) to improve Critical and Creative Thinking (CCT) among fifth-grade elementary school students. The research method used is Research and Development (R&D) with the ADDIE development model. The research sample consisted of 16 fifth-grade students from SDN Wates Selatan as the control class and 30 fifth-grade students from SDN 2 Tambahrejo as the experimental class. The small-group practical test was conducted at SDN 1 Wates, while the validity and reliability tests of the questions were conducted at SDN 1 Wates Selatan. Data were collected through observation, validation questionnaires, tests, and documentation, then analyzed quantitatively and qualitatively. Expert validation results showed that the critical and creative thinking (CCT) skills -based module met the eligibility criteria, with the media expert validation score of 0.9250 in the highly valid category, the material expert validation score of 0.7344 in the valid category, and the language expert validation score of 0.8889 in the highly valid category. Field testing showed a significant improvement in students' critical thinking skills, with the N-Gain test results obtaining a value of 0.6587, which falls under the moderate category. The t-test results showed a two-tailed sig of 0.001 and below 0.05, meeting the test criteria that there was a significant difference between the pretest (before using the ethnoscience-based module) and posttest (after using the ethnoscience-based module) scores. The effect size test scored 3.1 and fell into the very high category.

Keywords: module, ethnoscience, critical and creative thinking (CCT) skills.