

## ABSTRAK

### PENGARUH PENDEKATAN *COMPUTATIONAL THINKING* PADA MATA PELAJARAN MATEMATIKA TERHADAP KETERAMPILAN BERPIKIR KRITIS PESERTA DIDIK KELAS IV SEKOLAH DASAR

Oleh

**ARCILIA INTAN PERMADANI**

Rendahnya keterampilan berpikir kritis peserta didik pada mata pelajaran matematika di UPTD SD Negeri 6 Metro Utara menjadi latar belakang penelitian ini. Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan *Computational Thinking* pada mata pelajaran matematika terhadap keterampilan berpikir kritis peserta didik, serta untuk mengetahui perbedaan keterampilan berpikir kritis antara pembelajaran yang menggunakan pendekatan *Computational Thinking* dan pendekatan saintifik. Penelitian ini menggunakan metode *quasi experimental design* dan desain *pretest-posttest control group design*. Sampel penelitian terdiri dari 21 peserta didik kelas IVA sebagai kelompok eksperimen dan 21 peserta didik kelas IVB sebagai kelompok kontrol, yang dipilih melalui teknik *purposive sampling* dari total populasi 42 peserta didik. Pengumpulan data dilakukan menggunakan instrumen tes dan non-tes. Analisis data dilakukan melalui uji regresi linier sederhana dan uji independent sample t-test. Hasil uji regresi menunjukkan bahwa pendekatan *Computational Thinking* memberikan pengaruh sebesar 53,3% terhadap keterampilan berpikir kritis peserta didik. Hasil uji independent t-test diperoleh  $2.151 > 2,021$ , sehingga terdapat perbedaan antara kelas eksperimen dan kelas kontrol. Berdasarkan hasil penelitian disimpulkan bahwa pendekatan *Computational Thinking* berpengaruh terhadap keterampilan berpikir kritis peserta didik.

**Kata kunci:** berpikir kritis, *computational thinking*, pembelajaran matematika

## **ABSTRACT**

### **THE EFFECT OF COMPUTATIONAL THINKING APPROACH IN MATHEMATICS SUBJECT ON CRITICAL THINKING SKILLS OF FOURTH GRADE ELEMENTARY SCHOOL STUDENTS**

**By**

**ARCILIA INTAN PERMADANI**

The low critical thinking skills of students in mathematics at UPTD SD Negeri 6 Metro Utara became the background of this study. This research aimed to determine the effect of the Computational Thinking approach on students' critical thinking skills in mathematics learning, as well as to identify the differences in the improvement of critical thinking skills between learning that used the Computational Thinking approach and other approaches. This study employed a quasi-experimental design with a pretest-posttest control group. The research sample consisted of 21 students from Class IVA as the experimental group, and 21 students from Class IVB as the control group, selected through purposive sampling from a total population of 42 students. Data were collected through test and non-test instruments. Data analysis was conducted using simple linear regression and an independent sample t-test. The regression results showed that the Computational Thinking approach contributed 53,3% to students' critical thinking skills. The independent sample t-test results were  $2,151 > 2,021$  indicated a difference in critical thinking skills between the experimental and control groups. Based on the research, it was concluded that the Computational Thinking approach had an effect on students' critical thinking skills.

**Keywords:** computational thinking, critical thinking, mathematics learning.