

## ABSTRAK

### **PENGARUH MODEL PEMBELAJARAN *AUDITORY INTELLECTUALLY REPETITION* (AIR) TERHADAP KEMAMPUAN BERPIKIR KRITIS PADA MATA PELAJARAN PENDIDIKAN PANCASILA PESERTA DIDIK KELAS V SEKOLAH DASAR**

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Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis pada mata pelajaran Pendidikan Pancasila peserta didik kelas V SDN 1 Metro Pusat. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Auditory Intellectually Repetition* (AIR) terhadap kemampuan berpikir kritis pada mata pelajaran pendidikan pancasila peserta didik kelas V sekolah dasar. Metode yang digunakan adalah kuantitatif dengan pendekatan eksperimen semu dan desain *non-equivalent control group design*. Populasi berjumlah 113 peserta didik, dan sampel yang digunakan sebanyak 57 peserta didik. Sampel ditentukan dengan teknik purposive sampling. Pengumpulan data menggunakan instrumen tes (*pretest-posttest*) dan instrumen non tes (lembar observasi). Hasil penelitian dengan uji hipotesis menggunakan uji regresi linier sederhana menyatakan perolehan nilai signifikansi  $0,000 < 0,05$  yang menunjukkan  $H_0$  ditolak dan  $H_a$  diterima. Nilai R Square sebesar 0,773 atau 77,3% yang menunjukkan bahwa kemampuan berpikir kritis peserta didik dipengaruhi oleh penerapan model AIR, sedangkan 22,7% dipengaruhi oleh faktor lain di luar penelitian. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh model pembelajaran *Auditory Intellectually Repetition* (AIR) terhadap kemampuan berpikir kritis pada mata pelajaran Pendidikan Pancasila peserta didik kelas V sekolah dasar.

Kata kunci: Kemampuan berpikir kritis, Model *auditory intellectually repetition*, Pendidikan Pancasila.

## **ABSTRACT**

### **THE EFFECT OF THE AUDITORY INTELLECTUALLY REPETITION (AIR) LEARNING MODEL ON CRITICAL THINKING ABILITIES IN THE PANCASILA EDUCATION SUBJECT OF GRADE V ELEMENTARY SCHOOL STUDENTS**

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The lack of critical thinking skills in the Pancasila Education subject among fifth-grade students at SDN 1 Metro Pusat motivated this research. This study aimed to determine the effect of the Auditory Intellectual Repetition (AIR) learning model on the critical thinking skills of fifth-grade elementary school students in the Pancasila Education subject. The method used in this research was a quantitative method with a quasi-experimental approach and a non-equivalent control group design. The population consisted of 113 students, and the sample included 57 students. The sample was determined using a purposive sampling technique. Data were collected using test instruments (pretest-posttest) and non-test instruments (observation sheets). The results of the hypothesis test using simple linear regression showed a significance value of  $0.000 < 0.05$ , which indicated that  $H_0$  was rejected and  $H_a$  was accepted. The R-squared value was 0.773, or 77.3%, which indicated that students' critical thinking skills were influenced by the implementation of the AIR model, while 22.7% were influenced by other factors outside the study. Thus, it can be concluded that there was an effect of the Auditory Intellectual Repetition (AIR) learning model on the critical thinking skills of fifth-grade elementary school students in the Pancasila Education subject.

**Keywords:** Auditory intellectually repetition model, Critical thinking skills, Pancasila Education.