Abstract

This study aims to analyze the application of the Discovery Learning model in improving students' critical thinking skills in science learning at SDN 10 Limboto. This study used a qualitative, descriptive approach. The subjects included the principal, teachers of grades IV, V, and VI, and students of grades IV, V, and VI. Data collection techniques were conducted through observation, interviews, and documentation. Data analysis was carried out through data reduction, data presentation, and conclusion drawing, and tested using triangulation. The research results show that the application of the Discovery Learning model, through the stages of stimulation, problem statement, data collection, data processing, verification, and generalization, is related to indicators of students' critical thinking skills. The stimulation stage trains students in providing simple explanations, the problem statement stage develops strategic and statistical skills, the data collection and data processing stage builds basic skills through observation and data processing activities, the data processing and verification stage trains students in providing further explanations based on evidence, and the generalization stage develops the ability to draw conclusions. However, students' critical thinking skills have not developed evenly and still require teacher guidance. Therefore, the application of the Discovery Learning model can support the improvement of students' critical thinking skills in science learning at SDN 10 Limboto.

Keywords: *Discovery Learning, critical thinking, science learning.*

Abstrak

Penelitian ini bertujuan untuk menganalisis penerapan model Discovery Learning dalam meningkatkan kemampuan berpikir kritis siswa pada pembelajaran IPA di SDN 10 Limboto. Penelitian ini menggunakan pendekatan kualitatif dengan jenis deskriptif. Subjek penelitian meliputi kepala sekolah, guru Kela IV.V, dan VI, dan siswa. Kelas IV,V dan VI. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, dengan analisis data melalui reduksi data, penyajian data, dan penarikan kesimpulan serta diuji dengan triangulasi. Hasil penelitian menunjukkan bahwa penerapan model Discovery Learning melalui tahapan stimulation, problem statement, data collection, data processing.verification, dan generalization berkaitan dengan indikator kemampuan berpikir kritis siswa. Tahap stimulation melatih siswa dalam memberikan penjelasan sederhana, tahap problem statement mengembangkan kemampuan Strategi dan Statik, tahap data collection data processing membangun keterampilan dasar melalui kegiatan pengamatan dan pengolahan data, tahap data processing dan verification melatih siswa dalam memberikan penjelasan lanjut berdasarkan bukti, serta tahap generalization mengembangkan kemampuan menarik kesimpulan. Meskipun demikian, kemampuan berpikir kritis siswa belum berkembang secara merata dan masih memerlukan bimbingan guru Dengan demikian, penerapan model Discovery Learning dapat mendukung peningkatankemampuan berpikir kritis siswa pada pembelajaran IPA di SDN 10 Limboto

Kata kunci: Discovery Learning, berpikir kritis, pembelajaran IPA

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