Abstract

This research was motivated by the low critical thinking skills of fifth grade students at Muhammadiyah 1 Limboto Elementary School in science, with 60% of students in the low category. Symptoms include reliance on memorization, difficulty analyzing, and low discussion participation. This study aims to analyze students' critical thinking skills based on indicators of interpretation, analysis, evaluation, and inference. The research method used was descriptive qualitative with a case study approach. Data were collected through observation, interviews, and documentation, then tested for validity using time triangulation.The results showed that students' critical thinking skills were not optimal. Students are able to understand concepts through visual aids but struggle to explain them in their own words (interpretation). Furthermore, they struggle to relate real-world phenomena (analysis), assess arguments (evaluation), and are only able to draw conclusions by repeating textbook texts (inference). The main contributing factors are the dominance of lecture methods and students' lack of self-confidence. This study concludes that strategic transformation through the Problem-Based Learning (PBL) model and contextual media is necessary to stimulate students' critical thinking.

Keywords: *Critical Thinking, Science, Elementary School, Case Study.*

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan berpikir kritis siswa kelas V di SD Muhammadiyah 1 Limboto pada mata pelajaran IPA, dengan 60% siswa berada pada kategori rendah. Gejala yang muncul meliputi ketergantungan pada hafalan, kesulitan analisis, dan rendahnya partisipasi diskusi. Penelitian ini bertujuan menganalisis keterampilan berpikir kritis siswa berdasarkan indikator interpretasi, analisis, evaluasi, dan inferensi. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan pendekatan studi kasus. Data dikumpulkan melalui observasi, wawancara, dan dokumentasi, lalu diuji validitasnya menggunakan triangulasi waktu.Hasil penelitian menunjukkan bahwa keterampilan berpikir kritis siswa belum optimal. Siswa mampu memahami konsep melalui alat peraga tetapi sulit menjelaskan dengan bahasa sendiri (interpretasi). Selain itu, siswa lemah dalam mengaitkan fenomena nyata (analisis), menilai argumen (evaluasi), serta hanya mampu menyimpulkan dengan mengulang teks buku (inferensi). Faktor penyebab utamanya adalah dominasi metode ceramah dan kurangnya rasa percaya diri siswa. Penelitian ini menyimpulkan bahwa transformasi strategi melalui model *Problem Based Learning* (PBL) dan media kontekstual diperlukan untuk menstimulasi daya kritis siswa.

Kata Kunci: Berpikir Kritis, IPA, Sekolah Dasar, Studi Kasus.