

**PENGEMBANGAN MODEL *TECHNO-EDUTAINMENT* PADA
PEMBELAJARAN IPS UNTUK MENINGKATKAN KEMAMPUAN
PESERTA DIDIK DALAM BERPIKIR KRITIS DAN KREATIF
(*Research and Development* Terhadap Pengembangan Pendidikan IPS Di SMP
Negeri di Kota Bandung)**

DISERTASI

**Diajukan Untuk Memenuhi Sebagian Syarat Untuk Memperoleh Gelar Doktor
Pendidikan IPS**



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FAKULTAS PENDIDIKAN ILMU PENGETAHUAN SOSIAL
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DIDIK DALAM BERPIKIR KRITIS DAN KREATIF: RESEARCH AND
DEVELOPMENT TERHADAP PENGEMBANGAN PENDIDIKAN IPS DI SMP
NEGERI DI KOTA BANDUNG**

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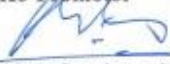
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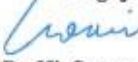
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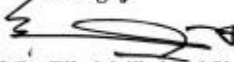
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Abstrak :

Penelitian ini dilandasi oleh terjadinya perubahan dalam masyarakat yang dipengaruhi perkembangan teknologi, termasuk pada bidang pendidikan. Abad ke-21 yang merupakan “*the knowledge age*” menuntut dikuasainya sejumlah keterampilan oleh peserta didik, diantaranya kemampuan berpikir kritis dan kreatif. Dilandasi oleh temuan neuroscience, pencapaian kompetensi peserta didik secara optimal dapat dikembangkan dalam suasana pembelajaran yang menyenangkan. Penelitian ini bertujuan untuk mendeskripsikan kondisi awal pembelajaran IPS, mengembangkan dan menghasilkan produk model techno- edutainment serta menguji efektivitas model techno edutainment dalam meningkatkan kemampuan berpikir kritis dan kreatif peserta didik pada jenjang sekolah menengah pertama Negeri di Kota Bandung. Didasarkan pada tujuan utama penelitian ini untuk mengembangkan desain model pembelajaran maka metode yang digunakan dalam penelitian ini adalah studi *research and development* yang dilaksanakan pada pembelajaran IPS di SMP negeri di Kota Bandung. Tahapan yang dilakukan pada penelitian ini dimulai dari studi pendahuluan, pengembangan desain model edutainment dan uji efektivitas model. Temuan penelitian pada studi pendahuluan menunjukkan proses pembelajaran yang terjadi masih adanya dominasi peran guru yang begitu besar sehingga kemampuan berpikir kritis dan kreatif kurang tergali secara optimal. Temuan pada tahapan pengembangan desain model techno-edutainment yang telah diujicobakan melalui uji coba awal, uji coba terbatas dan uji coba luas menghasilkan sintaks yang terdiri dari *focusing, associating, conducting actions, interaction with technology* dan *evaluation*. Sistem sosial dari model ini bersifat kooperatif dan bersinergi, prinsip reaksi dari model dirancang untuk mengarahkan terjadinya perubahan pada cara berpikir tingkat tinggi, multimedia dan multimetode menjadi pendukung dalam pengembangan model dan dampak pembelajaran yang diarahkan dari model ini adalah terjadinya peningkatan kemampuan peserta didik dalam berpikir kritis dan kreatif. Pada uji hipotesis terdapat tiga hipotesis yang diuji dengan menggunakan uji t menunjukkan kesimpulan bahwa terdapat perbedaan kemampuan berpikir kritis dan berpikir kreatif peserta didik antara kelas eksperimen dengan kelas kontrol. Uji hipotesis tersebut kemudian diperkuat dengan uji N-gain yang menunjukkan hasil yang dapat diinterpretasikan bahwa model techno- edutainment cukup efektif dalam meningkatkan kemampuan berpikir kritis dan berpikir kreatif.

Kata Kunci: Berpikir Kritis, Berpikir Kreatif, Techno- edutainment, pembelajaran IPS

**DEVELOPMENT OF A *TECHNO-EDUTAINMENT MODEL* IN SOCIAL STUDIES
LEARNING TO IMPROVE STUDENTS' ABILITY TO THINK CRITICAL AND
CREATIVE**
**(*Research and Development Against Development of Social Studies Education in State
Middle Schools in Bandung City*)**

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Abstract :

This research is based on the change in affected communities development technology, including in the field of education. The 21st century, which is " the knowledge age," demands mastering a number of skills through participants' education, such as thinking critically and creatively. Based on neuroscience findings, achievements competence participants educate optimally can developed in an atmosphere of learning fun. The aim of this study is to describe the conditions for beginning social studies learning, developing and producing techno-edutainment model products, as well as test the effectiveness of techno-edutainment models in increasing the ability to think critically and creative participant education at the level of school intermediate the first state in the city of Bandung. Based on the main goals, this research aims to develop a learning model design, so the method used in this research studies research and development carried out in social studies learning at state junior high schools in Bandung City. The stages carried out in this research began with the introduction, development of the design of education models, and testing of model effectiveness. Findings from research on studies' introduction show the learning process that occurs. Still, domination is the role of the teacher, so the ability to think critically and creatively is not optimal. Findings in stages development techno-edutainment model design that has been tried through trials initial, test limited, and trial wide produce consisting syntax from focusing, associating, conducting actions, interaction with technology and evaluation. The system of this model is cooperative and synergistic, and the principles reaction of the designed model for a direct change in method think level high, multimedia and multimethod become a supporter in model development and impact directed learning of this model is happening enhancement ability participant educate in think critical and creative. In hypothesis testing, there are three. The hypothesis tested using the t-test shows the conclusion that there is a difference in the ability to think critically and creatively in participant education between the experimental and control classes. Hypothesis testing is then reinforced by the N-gain test, which shows possible results interpreted that the techno-edutainment model is sufficiently effective in increasing the ability to think critically and creatively.

Keywords: Thinking Critical, Thinking Creative, Techno-edutainment, social studies learning

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