

**PENGEMBANGAN MEDIA PEMBELAJARAN TATA SURYA
BERBASIS KETERAMPILAN BERPIKIR KRITIS SISWA SD
BERBANTUAN APLIKASI WORDWALL**



TESIS

Diajukan untuk Memenuhi Salah Satu Syarat Memperoleh Gelar
Magister Pendidikan Pada Program Studi Pendidikan Guru Sekolah Dasar

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PENDIDIKAN GURU SEKOLAH DASAR
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2025**

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Magister Pendidikan (M.Pd.) pada Program Studi Magister
Pendidikan Guru Sekolah Dasar

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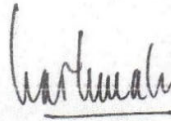
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**PENGEMBANGAN MEDIA PEMBELAJARAN TATA SURYA
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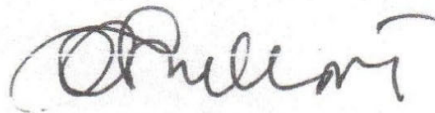
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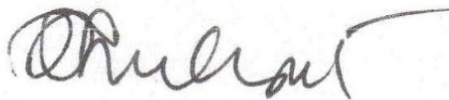
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ABSTRAK

Rendahnya keterampilan berpikir kritis siswa sekolah dasar dalam pembelajaran IPA, khususnya materi Tata Surya, masih menjadi persoalan dalam pendidikan abad ke-21. Pembelajaran yang dominan berbasis hafalan serta minim penggunaan media interaktif menyebabkan siswa cenderung pasif, kurang mampu menganalisis informasi, dan kesulitan menghubungkan konsep dengan fenomena sehari-hari. Kondisi ini menuntut adanya inovasi pembelajaran yang tidak hanya menyampaikan fakta, tetapi juga menstimulasi proses berpikir tingkat tinggi. Salah satu solusi yang ditawarkan adalah pengembangan media pembelajaran berbantuan aplikasi Wordwall yang dirancang untuk memfasilitasi keterampilan berpikir kritis siswa. Penelitian ini bertujuan mengembangkan media pembelajaran Tata Surya berbasis keterampilan berpikir kritis dengan memanfaatkan aplikasi Wordwall. Pendekatan penelitian menggunakan *Design-Based Research* (DBR) yang meliputi empat tahap: analisis kebutuhan, desain media, implementasi dua siklus, serta refleksi dan revisi. Data diperoleh melalui angket kebutuhan, validasi ahli materi dan media, observasi, wawancara, serta analisis hasil aktivitas Wordwall. Hasil penelitian menunjukkan bahwa media Wordwall yang dikembangkan valid secara isi maupun desain, serta mampu meningkatkan keterlibatan siswa secara afektif, kognitif, dan perilaku. Indikator berpikir kritis menurut Facione—interpretasi, analisis, evaluasi, dan inferensi—muncul nyata dalam aktivitas siswa, seperti memahami konsep, mengidentifikasi pola, menilai argumen, hingga menarik kesimpulan berbasis bukti. Revisi antarsiklus menghasilkan instruksi lebih jelas, tampilan visual lebih kontekstual, dan interaktivitas lebih tinggi. Disimpulkan bahwa Wordwall berfungsi bukan hanya sebagai media interaktif yang menyenangkan, tetapi juga sebagai sarana pedagogis yang efektif untuk mengembangkan keterampilan berpikir kritis siswa. Penelitian ini memberi kontribusi praktis berupa alternatif media pembelajaran IPA yang adaptif sesuai kurikulum, sekaligus kontribusi teoretis dengan memperkuat literatur pengembangan media digital berbasis keterampilan berpikir tingkat tinggi di pendidikan dasar.

Kata Kunci: Berpikir Kritis, Media Interaktif, Tata Surya, IPA SD, Wordwall

ABSTRACT

The low level of critical thinking skills among elementary students in science learning, particularly the Solar System topic, remains a challenge in 21st-century education. Learning practices dominated by memorization and limited interactive media make students passive, less capable of analyzing information, and struggling to connect concepts with real-life phenomena. This condition requires innovations that not only deliver content but also stimulate higher-order thinking processes. One proposed solution is the development of Wordwall-assisted learning media designed to foster students' critical thinking skills. This study aims to develop Solar System learning media based on critical thinking skills using the Wordwall application. The research applied a Design-Based Research (DBR) approach consisting of four stages: needs analysis, media design, two-cycle implementation, and reflection with revision. Data were collected through needs questionnaires, expert validation, classroom observations, interviews, and analysis of Wordwall activities. The findings indicate that the developed Wordwall media is valid in terms of content and design, and effectively enhances student engagement across affective, cognitive, and behavioral dimensions. Critical thinking indicators proposed by Facione—interpretation, analysis, evaluation, and inference—were evident in student activities, such as understanding concepts, identifying patterns, assessing arguments, and drawing evidence-based conclusions. Revisions between cycles improved clarity of instructions, contextual visualization, and interactivity. It can be concluded that Wordwall functions not only as an engaging interactive tool but also as an effective pedagogical medium for developing students' critical thinking skills. The study provides practical contributions by offering adaptive learning media aligned with the curriculum, and theoretical contributions by strengthening literature on digital media development based on higher-order thinking skills in elementary education.

Keywords: *Critical Thinking, Interactive Media, Solar System, Elementary Science, Wordwall*

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