

**PENGEMBANGAN PENDEKATAN *OPEN-ENDED* BERBASIS TEORI BELAJAR BERMAKNA  
DALAM PEMBELAJARAN IPS UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR  
TINGKAT TINGGI SISWA SEKOLAH DASAR DI KALIMANTAN UTARA**

**DISERTASI**

Diajukan Untuk Memenuhi Sebagian dari Syarat Memperoleh Gelar Doktor  
Ilmu Pendidikan Program Studi Pendidikan Ilmu Pengetahuan Sosial



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*PENGEMBANGAN PENDEKATAN *OPEN-ENDED* BERBASIS TEORI BELAJAR BERMAKNA DALAM PEMBELAJARAN IPS  
UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR TINGKAT TINGGI SISWA SEKOLAH DASAR DI KALIMANTAN UTARA.*  
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# **Pengembangan Pendekatan Open-Ended Berbasis Teori Belajar Bermakna dalam Pembelajaran IPS untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi Siswa Sekolah Dasar Di Kalimantan Utara**

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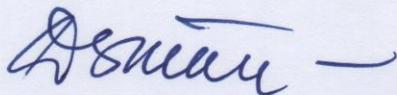
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MENINGKATKAN KEMAMPUAN BERPIKIR TINGKAT TINGGI SISWA  
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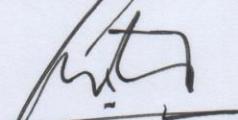
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## ABSTRAK

**Ahsan Sofyan (1603055). Pengembangan Pendekatan Open-Ended Berbasis Teori Belajar Bermakna dalam Pembelajaran IPS untuk Meningkatkan Kemampuan Berpikir Tingkat Tinggi Siswa Sekolah Dasar di Kalimantan Utara. Dibawah Bimbingan Prof. Dr. H. Disman, MS., Prof. Dr. Hj. Kokom Komalasari, M.Pd., dan Dr. Erlina Wiyanarti, M.Pd.**

Model pembelajaran Open-ended berbasis teori belajar bermakna dalam pembelajaran IPS menekankan pada pemecahan masalah sosial, tujuannya agar siswa mampu mengkonstruksi keterkaitan antara persoalan terbuka yang terjadi dilingkungan sekitar dengan materi pelajaran IPS sehingga ada kebermaknaan terhadap materi yang sedang dipelajari. Fenomena dilapangan menunjukkan bahwa guru lebih menekankan siswa kepada pemberian materi dan bagaimana siswa bisa menguasai materi, hal ini membuat peneliti tertarik menerapkan model pembelajaran Open-Ended berbasis teori belajar bermakna untuk meningkatkan kemampuan berpikir tingkat tinggi siswa. Metode yang digunakan adalah penelitian dan pengembangan (R & D) menggunakan 10 langkah Borg and Gall (1983, pg.80). Lokasi penelitian yaitu 10 Sekolah Dasar pada lima Kabupaten/Kota di Kalimantan Utara sedangkan subyek penelitian adalah Guru dan Siswa kelas tinggi (kelas 4,5, dan 6) menggunakan teknik purposive sampling. Hasil penelitian menunjukkan bahwa model pembelajaran Open-Ended berbasis teori belajar bermakna layak digunakan berdasarkan penilaian teman sejawat, dosen ahli, dan guru, efektif meningkatkan kemampuan berpikir tingkat tinggi siswa dilihat dari implementasi model pembelajaran Open-ended dalam proses pembelajaran yakni siswa kelas eksperimen memperoleh nilai lebih tinggi dibanding siswa kelas kontrol. pada uji validasi model akhir, dimana rata-rata post tes kelas eksperimen sebesar 83.33 lebih tinggi dari kelas kontrol yang memperoleh rata-rata sebesar 80.07.

**Kata Kunci:** Kemampuan HOT, Model Open-ended, Teori belajar bermakna, Pembelajaran Ilmu Pengetahuan Sosial.

## ABSTRACT

**Ahsan Sofyan (1603055). The Development of an Open-Ended Approach Based on Meaningful Learning Theory in Social Studies Learning to Enhance High-Order Thinking Skills of Elementary School Students in North Kalimantan. Supervised by Prof. Dr. H. Disman, MS., Prof. Dr. Hj. Kokom Komalasari, M.Pd., and Dr. Erlina Wiyanarti, M.Pd.**

Open-ended learning model based on meaningful learning theory in social studies emphasizes social problem solving. The goal is to enable students to construct the relationship between open problems in the environment and subject matter of social studies so that there is meaningfulness to the material being studied. Phenomenon in the field shows that teachers emphasize students more on the provision of material and how they can master the material. Thus, this makes researcher interested to apply an Open-Ended learning models based on meaningful learning theories to improve students' high-order thinking skills. This research was held under Research and Development method (R&D) using the 10 steps of Borg and Gall (1983, p. 80). The research locations were 10 elementary schools in five regencies / cities in North Kalimantan and the research subjects were teachers and high class students (grades 4, 5, and 6) using purposive sampling techniques. The results showed that the Open-Ended learning model based on meaningful learning theory was feasible to use based on the assessment of peers, expert lecturers, and teachers, effectively increasing students' high-order thinking skills. Seen from the implementation of the Open-ended learning model in the learning process that the experimental class students got higher scores than control class students. In the final model validation test, where the average post-test of the experimental class was 83.33 higher than the control class which obtained an average of 80.07.

**Keywords:** High\_Order Thinking Skills, Open-Ended Model, meaningful learning theory, Social Studies Learning

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