

ABSTRAK

Maysarah. 2025. *Pengaruh Model Pembelajaran Contextual Teaching And Learning Berbasis Etnosains Terhadap Kemampuan Berpikir Kritis Dan Hasil Belajar Siswa Dalam Pembelajaran IPA Di SD Kota Jambi*. Program Studi Magister Pendidikan Dasar, FKIP Universitas Jambi, Pembimbing : (I) Prof. Dr. Dra. Nazurty, M.Pd (II) Eddy Haryanto, S.Pd., M.Sc.Ed., MPP., Ph.D

Etnosains merupakan pendekatan pedagogis inovatif yang mengintegrasikan dimensi kultural ke dalam proses pembelajaran di Sekolah Dasar. Konsep ini bertujuan mentransformasi lingkungan belajar melalui penggabungan pengetahuan lokal dan konteks budaya dalam desain kurikulum dan strategi instruksional. Pendekatan etnosains secara fundamental menekankan pentingnya membangun kerangka pembelajaran yang responsif terhadap keragaman kultural dan pengetahuan tradisional. Implementasi etnosains di lembaga pendidikan dasar melibatkan pengembangan metodologi pembelajaran yang berbasis pada konteks sosial budaya lokal. Metode yang dapat diaplikasikan mencakup problem based learning, project based learning, contextual teaching and learning, discovery learning, serta pendekatan inkuiri dan keterampilan proses. Melalui metode tersebut, siswa diarahkan untuk mengkonstruksi pengetahuan secara aktif dengan menghubungkan konsep akademik dengan pengalaman kultural mereka. Integrasi etnosains dalam proses pembelajaran mampu mentransformasi pendekatan konvensional menjadi konstruktivistik, yang tidak sekadar mengeksplorasi pengetahuan deklaratif siswa, melainkan secara komprehensif mengembangkan pengetahuan prosedural mereka. Pendekatan ini memungkinkan siswa untuk mengonstruksi pemahaman mendalam melalui pengalaman dan konteks budaya yang bermakna, sehingga meningkatkan kapasitas kognitif dan metakognitif dalam proses belajar.

Kata kunci: Etnosains; Pembelajaran Berbasis Budaya; Metode Pembelajaran Aktif

ABSTRAK

Maysarah. 2025. *The Influence of Contextual Teaching and Learning Model Based on Ethnoscience on Critical Thinking Skills and Student Learning Outcomes in Science Learning in Elementary Schools in Jambi City*. Master of Elementary Education, FKIP, Jambi University, Supervisor : (I) Prof. Dr. Dra. Nazurty, M.Pd (II) Eddy Haryanto, S.Pd., M.Sc.Ed., MPP., Ph.D

This study analyzes the effect of CTL learning model based on ethnoscience on critical thinking skills and science learning outcomes of elementary school students. Initial observations indicate that students' critical thinking skills still need to be improved, especially in articulating their ideas and understanding. With a quantitative approach, data were collected through standardized research instruments and analyzed statistically. The results of the analysis showed a significant difference between the experimental group taught by CTL model based on ethnoscience and the control group. The F count was 83.267 ($p < 0.05$) for simultaneity between the two, 20.075 ($p < 0.05$) for critical thinking, and 168.644 ($p < 0.05$) for learning outcomes. Ethnoscience that connects traditional knowledge with modern science has been proven to play a strategic role in transforming learning. This approach allows students to construct knowledge by connecting academic concepts and cultural experiences, changing the learning model from conventional to constructivist that develops declarative and procedural knowledge. Learning experiences that are linked to cultural contexts create meaningful learning that enhances students' cognitive and metacognitive capacities. Ethnoscience not only bridges local wisdom and scientific knowledge, but also becomes a catalyst for the development of high-level thinking skills.

Keywords: Critical thinking skills; CTL; Ethnoscience; Science learning outcomes