

ABSTRAK

Ulya, Faridatul. 2025. *Analisis Profil Pelajar Pancasila Dimensi Keterampilan Bernalar Kritis Kelas IV SD Negeri 64/I Muara Bulian*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar. Jurusan Pendidikan Anak Usia Dini dan Dasar, FKIP Universitas Jambi. Pembimbing: (I) Drs. Maryono, M. Pd. (II) Dr. Eka Sastrawati, S.Pd., M.Pd.

Kata Kunci: Profil Pelajar Pancasila, Keterampilan, Bernalar Kritis

Penelitian ini bertujuan untuk (1) Untuk mengetahui peserta didik pada profil pelajar pancasila keterampilan bernalar kritis di kelas IV SD Negeri 64/I Muara Bulian. (2) Untuk mengetahui penyebab bernalar kritis dalam profil pelajar pancasila di kelas IV SD Negeri 64/I Muara Bulian.

Metode penelitian menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Data yang berupa peserta didik pada profil pelajar pancasila keterampilan bernalar kritis adapun bersumber dari peserta didik dan guru. Data yang berupa penyebab bernalar kritis siswa dalam profil pelajar pancasila adapun bersumber dari guru, siswa, dan orang tua. Teknik pengumpulan data yang digunakan adalah observasi, wawancara, dan dokumentasi.

Hasil penelitian menunjukkan bahwa kemampuan peserta didik kelas IV SD Negeri 64/I Muara Bulian pada profil pelajar Pancasila dalam keterampilan bernalar kritis, diperoleh bahwa sebagian besar siswa telah menunjukkan keterampilan memahami, menganalisis, mensintesis, menilai, dan membuat kesimpulan dengan baik. Pertama, kemampuan memahami siswa sebanyak 20 siswa sudah baik, ditandai dengan keaktifan mereka dalam diskusi, menjawab pertanyaan dengan tepat, serta mampu menyampaikan pendapat secara logis. Kedua, kemampuan menganalisis bisa dilihat bahwa 10 siswa sangat baik dan 10 siswa lainnya baik dalam melalui keterampilan siswa dalam membagi informasi menjadi bagian-bagian kecil, menguraikan struktur, menemukan pola, serta membandingkan informasi baru dengan pengetahuan yang sudah dimiliki. Ketiga, terdapat 5 siswa menunjukkan keterampilan mensintesis sangat baik dan 12 siswa baik dalam menggabungkan informasi dari berbagai sumber menjadi pemahaman baru yang bermakna. Keempat, kemampuan menilai terdapat 8 siswa sangat baik dengan penilaian yang logis dan didukung alasan yang kuat, kemudian 8 siswa sudah baik, sementara 4 siswa lainnya masih kesulitan dalam menggunakan logika untuk menilai relevansi informasi. Kelima, sebanyak 12 siswa sangat baik dalam merumuskan kesimpulan yang logis, relevan, dan mendalam. Sementara itu, 8 siswa sudah baik dengan kesimpulan yang cukup logis dan relevan, meskipun masih terdapat kekurangan dalam kekuatan penalaran.

Adapun penyebab kemampuan bernalar kritis peserta didik disebabkan oleh beberapa faktor penyebabnya. Pertama, kesulitan membedakan informasi utama dan penjelas, terutama saat menghadapi teks panjang. Kedua, kurangnya rasa percaya diri dan belum terbiasa mengungkapkan ide secara lisan. Ketiga, kesulitan memahami materi bersifat abstrak atau belum mereka temui secara langsung. Keempat, minimnya kebiasaan berpikir kritis siswa. Kelima, kurangnya latihan dalam menyusun informasi secara utuh dan cenderung hanya menyalin tanpa pemahaman.

ABSTRACT

Ulya, Faridatul. 2025. *Analysis of the Ability of Pancasila Student Profiles Dimensions of Critical Reasoning Skills Class IV State Elementary School 64/I Muara Bulian*. Thesis, Elementary School Teacher Education Study Program. Department of Early Childhood and Elementary Education, FKIP University of Jambi. Supervisor: (I) Drs. Maryono, M. Pd. (II) Dr. Eka Sastrawati, S.Pd., M.Pd.

Keywords: Pancasila Student Profile, Skills, Critical Reasoning

This study aims to (1) To determine the ability of students in the Pancasila student profile of critical reasoning skills in grade IV of SD Negeri 64/I Muara Bulian. (2) To find out the cause of critical reasoning skills in the profile of Pancasila students in grade IV of SD Negeri 64/I Muara Bulian.

The research method uses a qualitative approach with the type of case study research. Data in the form of student abilities in the Pancasila student profile of critical reasoning skills are sourced from students and teachers. Data in the form of the causes of students' critical reasoning skills in the Pancasila student profile are sourced from teachers, students, and parents. The data collection techniques used are observation, interviews, and documentation.

The results of the study showed that the ability of grade IV students of SD Negeri 64/I Muara Bulian in the Pancasila student profile in critical reasoning skills, it was obtained that most of the students had shown skills in understanding, analyzing, synthesizing, assessing, and making conclusions well. First, the ability to understand students as many as 20 students is good, characterized by their activeness in discussions, answering questions appropriately, and being able to express opinions logically. Second, the ability to analyze can be seen that 10 students are very good and the other 10 students are good in their skills in dividing information into small parts, deciphering structures, finding patterns, and comparing new information with existing knowledge. Third, there were 5 students who showed excellent synthesis skills and 12 students were good at combining information from various sources into meaningful new understandings. Fourth, the ability to assess that there are 8 students who are very good with logical assessments and supported by strong reasons, then 8 students are good, while the other 4 students still have difficulty in using logic to assess the relevance of information. Fifth, as many as 12 students are very good at formulating logical, relevant, and in-depth conclusions. Meanwhile, 8 students were good with quite logical and relevant conclusions, although there were still deficiencies in reasoning power.

The cause of students' critical reasoning ability is caused by several factors. First, the difficulty of distinguishing between key and explanatory information, especially when dealing with long texts. Second, lack of confidence and not being used to expressing ideas verbally. Third, difficulty understanding the material is abstract or they have not encountered it directly. Fourth, the lack of students' critical thinking habits. Fifth, lack of practice in compiling information as a whole and tends to just copy without understanding.