

ABSTRAK

ANALISIS KETERAMPILAN BERPIKIR TINGKAT TINGGI PADA PEMBELAJARAN TEMATIK KELAS VI TAHUN AJARAN 2018/2019 (STUDI KASUS PADA SALAH SATU SEKOLAH DASAR DI KECAMATAN DEPOK SLEMAN YOGYAKARTA)

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Penelitian ini bertujuan untuk mengetahui: (1) Bagaimana Perencanaan Pembelajaran Berpikir Tingkat Tinggi kelas VI di salah satu sekolah dasar di Kecamatan Depok , Sleman, Yogyakarta; (2) Bagaimana Penerapan Keterampilan Berpikir Tingkat Tinggi dalam Pelaksanaan Pembelajaran kelas VI di salah satu sekolah dasar di Kecamatan Depok, Sleman, Yogyakarta; dan (3) Bagaimana Penilaian Berpikir Tingkat Tinggi kelas VI di salah satu sekolah dasar di Kecamatan Depok Sleman, Yogyakarta.

Penelitian ini merupakan penelitian kualitatif dengan desain penelitian studi kasus. Subjek dalam penelitian ini adalah 29 siswa kelas VI, serta guru kelas VI di salah satu sekolah dasar di Kecamatan Depok, Sleman, Yogyakarta. Pada proses pengumpulan data, peneliti menggunakan metode kuesioner, wawancara, observasi, dan dokumentasi. Data dianalisis dengan metode triangulasi peneliti sehingga dapat menarik kesimpulan. Uji keabsahan digunakan uji kredibilitas dengan triangulasi dan *expert judgment*.

Hasil penelitian menunjukkan bahwa: (1) Desain Rencana Pelaksanaan Pembelajaran (RPP) yang dibuat oleh guru kelas VI masih didominasi dengan indikator yang menggunakan kata kerja berpikir tingkat rendah, (2) Pelaksanaan Pembelajaran oleh guru kelas VI cenderung mengarah pada keterampilan berpikir tingkat tinggi, (3) Pelaksanaan Penilaian Kelas (soal evaluasi) yang dibuat oleh guru kelas VI bersama guru dan kepala sekolah se-KKKS Kecamatan Depok Sleman masih didominasi dengan indikator yang menggunakan kata kerja berpikir tingkat rendah.

Kata Kunci: Keterampilan Berpikir Tingkat Tinggi, Kurikulum 2013, Perencanaan Pembelajaran, Pelaksanaan Pembelajaran, Penilaian Pembelajaran.

ABSTRACT

ANALYSIS OF HINGHER ORDER THINKING SKILL ON THEMATIC LEARNING IN SIXTH-GRADE STUDENTS ACADEMIC 2018/2019

**(CASE STUDY IN ONE OF THE ELEMENTARY SCHOOL IN DEPOK
SUBDISTRICT, SLEMAN REGENCY, YOGYAKARTA)**

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This study aims to find out: (1) How the plan of higher level thinking learning to sixth-grade students in one of the elementary schools in Depok Sub-District, Sleman Regency, Yogyakarta; (2) How the application of higher level thinking skills in the implementation of the sixth-grade students learning in one of the elementary schools in Depok Sub-District, Sleman Regency, Yogyakarta; and (3) How the assessment of higher level thinking to sixth-grade students in one of the elementary schools in Depok Sub-District, Sleman Regency, Yogyakarta.

This research uses qualitative research with the design of case study research. The subject in this research were 29 students from sixth-grade and sixth-grade teachers in one of the elementary schools in Depok Sub-District, Sleman Regency, Yogyakarta. In the process of data collection, the researcher uses the questionnaires method, interviews, observation, and documentation. Data were analyzed using the triangulation method so that the researcher can make conclusions clearly. Test validity used is credibility test and expert judgement.

The results of the study show that: (1) Design of Learning Implementation Plan (RPP) which made the sixth-grade teachers are still dominated by indicators that use the lower level thinking; (2) The implementation of learning by sixth-grade teachers lead to a higher level thinking skills. (3)The implementation of classroom assessment (evaluation questions) that made by sixth-grade teachers with the other teacher and principal (KKKS (Principal's Working Group)) in Depok Sub-District is still dominated by indicators that use lower thinking skills.

Keywords: higher level thinking skill, 2013 curriculum, learning plans, implementation of learning, assessment for learning.