

**CRITICAL THINKING ABILITY TO INCREASE IPA
MODEL THROUGH LEARNING Children Learning In Science (CLIS)
IN CLASS IV SDN Menteng 06 MORNING TO JAKARTA
(2017)**

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ABSTRACT

This classroom action research aims to determine the application of the model learning Children Learning In Science (CLIS) on the ability of critical thinking IPA in grade IV SDN 06 Menteng Morning South Jakarta. This study held at SDN 06 Menteng top Morning South Jakarta in January 2017, with research subjects fourth graders totaling 27 students. Model of research is classroom action research of Kemmis and Taggart with four stages, namely, planning, implementation, action, observation and reflection observation. This study was conducted by two cycles. The study was conducted by using observation sheet activities of teachers, students, test instruments essay evaluation form and document learning activities. Based on the data and the results of students' ability to think critical in completing the evaluation tests and several experiments show that the results obtained in the first cycle completeness value of 55.00% cycle II reached 88.89% of the total number of students. The student activity is 76.66% the first cycle and the second cycle was 90%. So said that the number of students who achieve a target of 20 students reached the target score of critical thinking skills IPA ≥ 70 . Based on these results it can be concluded that the application of the learning model Children Learning In Science (CLIS) in science teaching on Energy can improve students' critical thinking skills of essay written test is test and trial. Creativity students and the quality of students attend classroom learning SDN Menteng top 06 Morning South Jakarta, the implications of the study are learning models Children Learning In Science (CLIS) could serve as a model to learn to facilitate students in understanding science subjects through the material energy related to everyday life.

Keywords: *Critical thinking skills through learning model CLIS*