

ABSTRAK

Mira Siti Sundari. (2023). Skripsi. Studi Komparatif Penerapan Model Pembelajaran *Problem Based Learning* (PBL) dan *Problem Solving* dalam Meningkatkan Kemampuan Berpikir Kritis Peserta Didik (Studi Quasi Eskperimen pada Mata Pelajaran Ekonomi untuk Peserta Didik Kelas XI IPS SMA Negeri 1 Ciawi Tahun Ajaran 2021/2022). Jurusan Pendidikan Ekonomi Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi Tasikmalaya. Dibawah bimbingan Ai Nursolihat, M.Pd dan Rendra Gumilar, M.Pd.

Masalah dalam penelitian ini adalah masih rendahnya kemampuan berpikir kritis peserta didik pada mata pelajaran ekonomi di kelas XI IPS SMA Negeri 1 Ciawi, setelah diberikan tes kemampuan awal berpikir kritis menunjukkan hasil bahwa peserta didik belum mampu mencapai indikator kemampuan berpikir kritis diatas 50%. Penelitian ini dilakukan untuk membandingkan model mana yang lebih efektif dalam meningkatkan kemampuan berpikir kritis peserta didik. Penelitian ini menggunakan metode kuasi eksperimen dengan desain *Counterbalance Design*, serta teknik pengumpulan data menggunakan tes. Populasi dalam penelitian ini adalah seluruh peserta didik pada kelas XI IPS, yaitu kelas XI IPS 1, sampai XI IPS 4 dengan jumlah 139 peserta didik. Sampel yang digunakan dalam penelitian ini adalah kelas XI IPS 1 dan kelas XI IPS 2, dengan teknik pengambilan sampel *Nonprobability Sampling* dengan tipe *Purposive Sampling*. Berdasarkan hasil penelitian menunjukkan bahwa terdapat perbedaan kemampuan berpikir kritis peserta didik pada mata pelajaran ekonomi dengan materi pokok perdagangan internasional antara model pembelajaran *Problem Based Learning* (PBL) dan model pembelajaran *Problem Solving*. Hal ini dapat ditunjukkan berdasarkan perolehan rata-rata nilai *Posttest* minggu pertama pada kelas eksperimen 1 (*Problem Based Learning*) sebesar 77,73 dan kelas eksperimen 2 (*Problem Solving*) sebesar 63,97, serta pada minggu ke dua pada kelas eksperimen 1 (*Problem Solving*) sebesar 63,90 dan kelas eksperimen 2 (*Problem Based Learning*) sebesar 76,30. Selain itu berdasarkan uji *Paired Sample T-Test* dan uji *Independent Sample T-Test* diperoleh nilai signifikansi (*2-Tailed*) $0,000 < 0,05$. Dari hasil perhitungan tersebut dapat menunjukkan bahwa model pembelajaran *Problem Based Learning* (PBL) lebih efektif dalam meningkatkan kemampuan berpikir kritis peserta didik. Hal ini terjadi karena proses pembelajaran lebih berpusat kepada bagaimana peserta didik mampu lebih peka terhadap permasalahan di sekitar dan mampu untuk memecahkan permasalahan tersebut. Sehingga kemampuan berpikir kritis peserta didik lebih meningkat.

Kata Kunci: Kemampuan Berpikir Kritis, *Problem Based Learning* (PBL), dan *Problem Solving*

ABSTRAC

Mira Siti Sundari. (2023). Skripsi. Comparative Studies Application of Problem Based Learning (PBL) and Problem Solving Learning Models in Improving Students' Critical Thinking Skills in Economic Subjects (Quasi-Experimental Study on Economics Subjects Class XI IPS SMA Negeri 1 Ciawi 2021/2022 Academic Year). Department of Economic Education, Faculty of Teacher Training and Education, Siliwangi University Tasikmalaya. Under the guidance of Ai Nursolihat, M.Pd and Rendra Gumilar, M.Pd.

The problem in this study is the low critical thinking ability of students in economics subjects in class XI IPS SMA Negeri 1 Ciawi, after being given an initial critical thinking ability test shows the results that students have not been able to achieve critical thinking ability indicators above 50%. This study was conducted to compare which model is more effective in improving students' critical thinking skills. This study uses a quasi-experimental method with a Counterbalance Design design, and data collection techniques using tests. The population in this study were all students in class XI IPS, namely class XI IPS 1, to XI IPS 4 with a total of 139 students. The samples used in this study were class XI IPS 1 and class XI IPS 2, with Nonprobability Sampling technique with Purposive Sampling type. Based on the results of the study showed that there are differences in the critical thinking skills of students in economic subjects with the subject matter of international trade between the Problem Based Learning (PBL) learning model and the Problem Solving learning model. This can be shown based on the average Posttest score in the first week in experimental class 1 (Problem Based Learning) of 77.73 and experimental class 2 (Problem Solving) of 63.97, as well as in the second week in experimental class 1 (Problem Solving) of 63.90 and experimental class 2 (Problem Based Learning) of 76.30. In addition, based on the Paired Sample T-Test test and the Independent Sample T-Test test, the significance value (2-Tailed) is 0,000 < 0.05. From the results of these calculations it can show that the Problem Based Learning (PBL) learning model is more effective in improving students' critical thinking skills. This happens because the learning process is more centered on how students are able to be more sensitive to the problems around them and are able to solve these problems. So that the critical thinking skills of students are more improved.

Keywords: Critical Thinking Ability, Problem Based Learning (PBL), and Problem Solving