

ABSTRAK

Kania Dinata. 2025. **PENGARUH MODEL *MEANS-ENDS ANALYSIS* (MEA) BERBANTUAN *QUESTION CARD* TERHADAP KETERAMPILAN BERPIKIR KRITIS PESERTA DIDIK PADA MATERI USAHA DAN ENERGI**

Keterampilan berpikir kritis dalam pembelajaran fisika penting untuk dilatihkan supaya peserta didik mampu menganalisis serta menyelesaikan masalah dengan mempertimbangkan solusi dan strategi yang tepat. Berdasarkan hasil studi pendahuluan di SMA Negeri 1 Cineam diperoleh bahwa keterampilan berpikir kritis peserta didik tergolong sangat rendah. Salah satu pemicunya adalah kurangnya variasi model pembelajaran yang digunakan. Salah satu solusi untuk mengatasi permasalahan tersebut adalah dengan menerapkan model *Means-Ends Analysis* (MEA) berbantuan *question card*. Tujuan penelitian ini untuk mengetahui pengaruh model *Means-Ends Analysis* (MEA) berbantuan *question card* terhadap keterampilan berpikir kritis peserta didik pada materi usaha dan energi di kelas X SMA Negeri 1 Cineam tahun ajaran 2024/2025. Metode penelitian yang digunakan yaitu kuasi eksperimen dengan desain penelitian *the matching-only posttest-only control group design*. Populasi dari penelitian ini yaitu seluruh kelas X SMA Negeri 1 Cineam sebanyak 8 kelas dengan jumlah 267 peserta didik. Sampel penelitian diambil menggunakan teknik *purposive sampling* sebanyak 2 kelas yaitu kelas X-1 dan kelas X-2. Untuk mengukur keterampilan berpikir kritis peserta didik dilakukan dengan memberikan tes berbentuk uraian dengan masing-masing soal mencakup seluruh indikator keterampilan berpikir kritis. Hasil uji hipotesis menggunakan uji t dengan taraf signifikansi ($\alpha = 0,05$) menunjukkan bahwa $t_{hitung}(14,89) > t_{tabel}(1,67)$ yakni H_0 ditolak yang artinya model *Means-Ends Analysis* (MEA) berbantuan *question card* berpengaruh terhadap keterampilan berpikir kritis peserta didik pada materi usaha dan energi di kelas X SMA Negeri 1 Cineam tahun ajaran 2024/2025.

Kata kunci: keterampilan berpikir kritis, *Means-Ends Analysis* (MEA), *question card*, usaha dan energi.

ABSTRACT

Kania Dinata. 2025. ***THE EFFECT OF THE MEANS-ENDS ANALYSIS (MEA) MODEL ASSISTED WITH QUESTION CARD ON STUDENTS' CRITICAL THINKING SKILLS ON WORK AND ENERGY MATERIALS***

Critical thinking skills in physics learning are important to train so that students are able to analyze and solve problems by considering appropriate solutions and strategies. Based on the results of a preliminary study at SMA Negeri 1 Cineam, it was found that students' critical thinking skills were classified as very low. One of the triggers is the lack of variety in the learning models used. One solution to overcome this problem is to apply the Means-Ends Analysis (MEA) model assisted by question cards. The aim of this research is to determine the effect of the Means-Ends Analysis (MEA) model assisted by question cards on students' critical thinking skills in business and energy material in class X SMA Negeri 1 Cineam in the 2024/2025 academic year. The research method used was quasi-experimental with a matched-only posttest-only control group design. The population of this study was all 8 classes of class X SMA Negeri 1 Cineam with a total of 267 students. The research sample was taken using a purposive sampling technique in 2 classes, namely class X-1 and class X-2. To measure students' critical thinking skills, this is done by giving a test in the form of a description with each question covering all indicators of critical thinking skills. The results of hypothesis testing using the t test with a significance level ($\alpha = 0,05$) show that $t_{count} (14,89) > t_{table} (1,67)$, namely H_0 is rejected, which means that the Means-Ends Analysis (MEA) model assisted by question cards has an effect on students' critical thinking skills in work and energy material in class X SMA Negeri 1 Cineam for the 2024/2025 academic year.

Keywords: *Critical thinking skills, Means-Ends Analysis (MEA), question card, work and energy.*