

ABSTRAK

Ratu Balqis Rabbani (1212060101): Pengaruh Strategi *Think Read Group Share Reflect* Terhadap Keterampilan Berpikir Kritis Siswa Pada Materi Sistem Imun

Siswa merasa kesulitan mengajukan pertanyaan mengenai suatu permasalahan, belum memahami dan mengartikulasikan makna dari suatu data, kurang dalam mengobservasi kredibilitas suatu sumber, dan belum mampu membenarkan suatu alasan dengan bukti kuat pada materi sistem imun. Penelitian ini bertujuan untuk menganalisis pengaruh strategi *Think Read Group Share Reflect* (TRGSR) terhadap keterampilan berpikir kritis pada materi sistem imun. Metode penelitian yang digunakan yaitu *quasi experiment* dengan desain *non-equivalent control group*. Data penelitian diperoleh dari hasil *pretest* dan *posttest* yang didapat dari soal tes berupa uraian sebanyak 15 butir dengan indikator berpikir kritis, lembar observasi dan angket respon siswa. Hasil penelitian dengan kelas menggunakan strategi TRGSR menunjukkan bahwa peningkatan aktivitas guru sebesar 92,22% dan aktivitas siswa sebesar 89,60% dengan kategori sangat baik. Peningkatan keterampilan berpikir kritis di kelas dengan strategi TRGSR memiliki nilai *N-Gain* sebesar 0,76 dengan kriteria tinggi, sementara pada kelas tanpa strategi TRGSR sebesar 0,48 dengan kriteria sedang. Hasil uji hipotesis diperoleh nilai *sig. (2-tailed)* 0,000 ($< 0,05$) yang berarti H_0 ditolak dan H_1 diterima, sehingga terdapat pengaruh strategi TRGSR terhadap peningkatan keterampilan berpikir kritis siswa pada materi sistem imun. Respon peserta didik terhadap pembelajaran sistem imun pada kelas dengan strategi TRGSR memperoleh respon positif sebesar 81,6% dengan kategori sangat baik.

Kata Kunci : *Think Read Group Share Reflect*, Sistem Imun, Berpikir Kritis

ABSTRACT

Ratu Balqis Rabbani (1212060101): *The Effect of the Think Read Group Share Reflect Strategy on Students' Critical Thinking Skills in Learning About the Immune System*

Students find it difficult to ask questions about a problem, still do not understand and articulate the meaning of data, lack the ability to observe the credibility of a source, and are unable to justify a reason with strong evidence in biology, especially in the subject of the immune system. This study aims to analyze the effect of the Think Read Group Share Reflect (TRGSR) strategy on critical thinking skills in the immune system material. The research method used is a quasi-experiment with a non-equivalent control group design. Research data were obtained from pretest and posttest results in the form of 15 essay questions with critical thinking indicators, observation sheets, and student response questionnaires. The results of the study using the TRGSR strategy showed an increase in teacher activity of 92.22% and student activity of 89.60%, both categorized as very good. The improvement in critical thinking skills in the class using the TRGSR strategy had an N-Gain value of 0.76, meeting the high criterion, while the class without the TRGSR strategy had an N-Gain value of 0.48, meeting the moderate criterion. The hypothesis test yielded a sig. (2-tailed) value of 0.000 (< 0.05), meaning H_0 was rejected and H_1 accepted, thus the TRGSR strategy had a positive and significant effect on improving students' critical thinking skills in the immune system material. Student responses to immune system learning in classes using the TRGSR strategy were positive at 81,6%, categorized as very good.

Keywords: *Think Read Group Share Reflect, Immune System, Critical Thinking*