

ABSTRAK

Nandhita Syfa Adistie: “Pengaruh Model *Self Organized Learning Enviroment* (SOLE) Terhadap Peningkatan Keterampilan Berpikir Kritis Pada Materi Perubahan Lingkungan”

Keterampilan berpikir kritis merupakan salah satu kompetensi penting abad ke-21. Penelitian ini bertujuan untuk menganalisis pengaruh model *Self Organized Learning Environment* (SOLE) terhadap keterampilan berpikir kritis peserta didik pada materi perubahan lingkungan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment*, desain *non-equivalent control group*, serta teknik *purposive sampling*. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran pada kelas eksperimen diperoleh kinerja guru sebesar 99,02% (kategori sangat baik) dan aktivitas peserta didik sebesar 98,47% (kategori sangat baik). Pada kelas kontrol, keterlaksanaan pembelajaran menunjukkan kinerja guru sebesar 98,23% (kategori sangat baik) dan aktivitas peserta didik sebesar 98,23% (kategori sangat baik). Peningkatan keterampilan berpikir kritis ditunjukkan melalui nilai *N-Gain* pada kelas eksperimen sebesar 0,71 (kategori tinggi), sedangkan pada kelas kontrol sebesar 0,52 (kategori sedang). Uji hipotesis menghasilkan nilai Sig. (2-tailed) sebesar $0,000 < 0,05$, yang berarti terdapat perbedaan signifikan keterampilan berpikir kritis antara kedua kelas. Selain itu, respon peserta didik terhadap model SOLE juga sangat positif dengan skor 91,78 (kategori sangat baik), sedangkan kelas kontrol memperoleh skor 87,28 (kategori sangat baik). Implikasi penggunaan model pembelajaran SOLE dapat dijadikan alternatif untuk meningkatkan keterampilan berpikir kritis peserta didik.

Kata Kunci : Keterampilan berpikir Kritis, Model *Self Organized Learning Enviroment*, Perubahan Lingkungan

ABSTRACT

Nandhita Syfa Adistie: “The Influence of the *Self Organized Learning Enviroment* (SOLE) Model on the Improvement of Critical Thinking Skills in Environmental Change Material”

Critical thinking skills are one of the essential competencies in the 21st century. This study aims to analyze the effect of the Self Organized Learning Environment (SOLE) model on students' critical thinking skills in environmental change material. The research employed a quantitative approach with a quasi-experimental method, a non-equivalent control group design, and purposive sampling technique. The results showed that in the experimental class, the implementation of learning achieved a teacher performance score of 99.02% (very good category) and student activity of 98.47% (very good category). In the control class, teacher performance was 98.23% (very good category) and student activity was 98.23% (very good category). The improvement of critical thinking skills was indicated by the N-Gain value in the experimental class of 0.71 (high category), while the control class obtained 0.52 (medium category). Hypothesis testing produced a Sig. (2-tailed) value of $0.000 < 0.05$, indicating a significant difference in critical thinking skills between the two classes. In addition, students' responses to the SOLE model were highly positive with a score of 91.78 (very good category), while the control class obtained a score of 87.28 (very good category). The implication suggests that the SOLE learning model can be used as an alternative to enhance students' critical thinking skills.

Keywords: *Critical Thinking Skills, Self Organized Learning Environment (SOLE) Model, Environmental Change*

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