

ABSTRAK

Zuha Syifa Rosyidah (1212060135): “Pengaruh Model Pembelajaran *Course Review Horay* (CRH) Terhadap Keterampilan Berpikir Reflektif Siswa pada Materi Sel Terintegrasi Nilai-Nilai Keislaman”

Konsep sel terintegrasi nilai keislaman berpotensi besar dalam mengembangkan keterampilan berpikir reflektif. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Course Review Horay* (CRH) terhadap keterampilan berpikir reflektif siswa pada materi sel terintegrasi nilai-nilai keislaman. Metode yang digunakan adalah *quasi eksperiment* berbentuk *non-equivalent control group design*. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran kelas eksperimen diperoleh persentase kinerja guru sebesar 95% dan aktivitas siswa sebesar 93%, sedangkan kelas kontrol kinerja guru sebesar 87% dan aktivitas siswa sebesar 85%, keduanya berada dalam kategori “sangat baik”. Keterampilan berpikir reflektif kelas eksperimen diperoleh nilai *posttest* sebesar 87,69 dengan *N-Gain* 0,81 (tinggi), sedangkan kelas kontrol sebesar 81,94 dengan *N-Gain* 0,71 (tinggi). Berdasarkan hasil uji *Mann Whitney* diperoleh nilai Sig. (2-tailed) $0,000 < 0,05$, maka H_0 ditolak dan H_1 diterima. Data tersebut diperkuat dengan nilai *effect size* sebesar 0,22 yang menunjukkan kategori sedang. Hasil respon siswa terhadap model pembelajaran *Course Review Horay* (CRH) memperoleh kriteria baik dengan rata-rata sebesar 67%. Berdasarkan data tersebut, dapat disimpulkan bahwa model pembelajaran *Course Review Horay* (CRH) berpengaruh positif terhadap keterampilan berpikir reflektif siswa pada materi sel terintegrasi nilai-nilai keislaman. Penelitian ini berkontribusi pada pengembangan strategi pembelajaran inovatif yang dapat dijadikan alternatif dalam mendukung penguatan keterampilan berpikir reflektif siswa.

Kata kunci: Keterampilan Berpikir Reflektif, Model Pembelajaran *Course Review Horay* (CRH), Sel, Terintegrasi Nilai-Nilai Keislaman

ABSTRACT

Zuha Syifa Rosyidah (1212060135): *“The Effect of the Course Review Horay (CRH) Learning Model on Students' Reflective Thinking Skills in Cell Material Integrated with Islamic Values”*

The concept of integrated islamic values has great potential in developing reflective thinking skills. This study aims to determine the effect of the Course Review Horay (CRH) learning model on students' reflective thinking skills in cell material integrated with Islamic values. The method used was a quasi-experiment in the form of a non-equivalent control group design. The results showed that the implementation of learning in the experimental class achieved a teacher performance percentage of 95% and student activity of 93%, while the control class achieved a teacher performance of 87% and student activity of 85%, both of which were in the “very good” category. The reflective thinking skills of the experimental class obtained a post-test score of 87.69 with an N-Gain of 0.81 (high), while the control class scored 81.94 with an N-Gain of 0.71 (high). Based on the Mann Whitney test results, a Sig. (2-tailed) value of $0.000 < 0.05$ was obtained, so H_0 was rejected and H_1 was accepted. The data was reinforced by an effect size value of 0.22, which indicates a moderate category. The results of student responses to the Course Review Horay (CRH) learning model obtained a good rating with an average of 67%. Based on this data, it can be concluded that the Course Review Horay (CRH) learning model has a positive effect on students' reflective thinking skills in cell material integrated with Islamic values. This study contributes to the development of innovative learning strategies that can be used as alternatives in supporting the strengthening of students' reflective thinking skills.

Keywords: *Reflective Thinking Skills, Course Review Horay (CRH), Cell Material, Integrated with Islamic Values*