ABSTRAK

Yulia Rahmi (1212060129): Pengaruh Model Pembelajaran *Cooperative Integrated Reading and Composition* Terhadap Kemampuan Berpikir Kritis Siswa Pada Materi Sistem Ekskresi Terintegrasi Nilai-Nilai Keislaman

Kemampuan berpikir kritis merupakan salah satu keterampilan penting abad ke-21 yang perlu dikembangkan dalam proses pembelajaran. Kemampuan berpikir kritis siswa masih tergolong rendah, khususnya dalam pembelajaran Biologi, sehingga diperlukan model pembelajaran yang dapat melibatkan siswa secara aktif dalam membaca, berdiskusi, mengolah informasi, dan menyampaikan hasil pemikiran. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Cooperative Integrated Reading and Composition* terhadap kemampuan berpikir kritis siswa pada materi sistem ekskresi terintegrasi nilai-nilai keislaman. Metode penelitian yang digunakan adalah *quasi experiment* dengan desain *non-equivalent control group design*. Sampel dipilih menggunakan teknik *purposive sampling* yang terdiri atas 36 siswa kelas eksperimen dan 36 siswa kelas kontrol. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran pada kelas eksperimen dengan model CIRC memperoleh persentase aktivitas guru sebesar 98% dan aktivitas siswa sebesar 95%, sedangkan pada kelas kontrol yang menggunakan model *Discovery Learning* diperoleh persentase masing-masing sebesar 95% dan 93%, dengan kategori "sangat baik". Kemampuan berpikir kritis siswa pada kelas eksperimen meningkat dari rata-rata nilai *pretest* sebesar 35,51 menjadi 85,56 pada *posttest*, dengan N-Gain sebesar 0,78 (kategori tinggi). Pada kelas kontrol, rata-rata nilai *pretest* sebesar 40,56 meningkat menjadi 80,56 pada *posttest*, dengan N-Gain sebesar 0,66 (kategori sedang). Hasil uji hipotesis menggunakan *Mann–Whitney* menunjukkan nilai *Sig.* (2-*tailed*) sebesar 0,000 < 0,05, sehingga H_0 ditolak dan H_1 diterima. Hasil tersebut diperkuat dengan nilai *effect size* sebesar 0,971 yang termasuk kategori besar. Respons siswa pada kelas eksperimen memperoleh rata-rata sebesar 82,87% dengan kategori "sangat baik", sedangkan kelas kontrol sebesar 73,58% dengan kategori "baik". Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa model pembelajaran CIRC berpengaruh signifikan dan kuat terhadap kemampuan berpikir kritis siswa pada materi sistem ekskresi terintegrasi nilai-nilai keislaman.

Kata Kunci: *Cooperative Integrated Reading and Composition*; Kemampuan Berpikir Kritis; Sistem Ekskresi; Nilai-Nilai Keislaman; Pembelajaran Biologi

ABSTRACT

Yulia Rahmi (1212060129): *The Effect of the Cooperative Integrated Reading and Composition Learning Model on Students' Critical Thinking Skills in Learning the Excretory System Integrated with Islamic Values*

Critical thinking skills are among the essential 21st-century skills that need to be developed through the learning process. Students' critical thinking skills are still relatively low, particularly in Biology learning; therefore, a learning model that actively engages students in reading, discussing, processing information, and communicating their ideas is needed. This study aimed to analyze the effect of the Cooperative Integrated Reading and Composition learning model on students' critical thinking skills in learning the excretory system integrated with Islamic values. The research employed a quasi-experimental method with a non-equivalent control group design. The sample was selected using a purposive sampling technique and consisted of 36 students in the experimental class and 36 students in the control class. The results showed that the implementation of learning in the experimental class using the CIRC model reached 98% for teacher activities and 95% for student activities, while the control class using the Discovery Learning model achieved 95% and 93%, respectively, both categorized as "very good." Students' critical thinking skills in the experimental class increased from an average pretest score of 35.51 to 85.56 on the posttest, with an N-Gain of 0.78 (high category). In the control class, the average pretest score increased from 40.56 to 80.56 on the posttest, with an N-Gain of 0.66 (moderate category). The hypothesis test using the Mann–Whitney test showed a Sig. (2-tailed) value of 0.000 < 0.05; therefore, H_0 was rejected and H_1 was accepted. This finding was further supported by an effect size value of 0.971, which was categorized as large. Students' responses in the experimental class reached an average of 82.87%, categorized as "very good," while the control class obtained 73.58%, categorized as "good." Based on these findings, it can be concluded that the CIRC learning model has a significant and strong effect on students' critical thinking skills in learning the excretory system integrated with Islamic values.

Keywords: *Cooperative Integrated Reading and Composition; Critical Thinking Skills; Excretory System; Islamic Values; Biology Learning*