

ABSTRAK

Desy Sri Mulia Sutisna: “Penerapan Model *Task-Based Learning* (TBL) untuk Meningkatkan Keterampilan Berpikir Kritis Peserta Didik pada Materi Momentum dan Impuls”

Abad 21 menuntut peserta didik untuk memiliki keterampilan dalam berpikir kritis agar mampu menghadapi tantangan perkembangan zaman. Tujuan penelitian ini ialah untuk mengetahui keterlaksanaan pembelajaran dan peningkatan keterampilan berpikir kritis peserta didik dengan menerapkan model *Task-Based Learning* (TBL) pada materi momentum dan impuls. Metode penelitian yang digunakan adalah *pre-experimental* dengan desain *one group pretest and posttest*. Sampel penelitian ini adalah peserta didik kelas X MIA 1 SMA Negeri 1 Comprang Subang yang berjumlah 30 orang. Sampel dipilih dengan menggunakan teknik *sampling purposive*. Data keterlaksanaan aktivitas guru dan peserta didik diperoleh melalui lembar observasi dan data peningkatan keterampilan berpikir kritis peserta didik diperoleh dari *pretest* dan *posttest* berbentuk uraian. Hasil penelitian menunjukkan bahwa persentase keterlaksanaan aktivitas guru yaitu 86% dengan kategori sangat baik dan aktivitas peserta didik yaitu 82% dengan kategori sangat baik. Berdasarkan nilai *N-gain* sebesar 0,68 menunjukkan terdapat peningkatan keterampilan berpikir kritis peserta didik berkategori sedang. Serta berdasarkan *uji paired sample t-test* diperoleh $t_{hitung} = 28,37$ lebih besar dari $t_{tabel} = 2,04$ ($t_{hitung} > t_{tabel}$) dengan taraf signifikansi 5%. Maka dapat disimpulkan bahwa terdapat pengaruh penerapan model *Task-Based Learning* (TBL) terhadap peningkatan keterampilan berpikir kritis peserta didik pada materi momentum dan impuls.

Kata kunci: Model *Task-Based Learning* (TBL), keterampilan berpikir kritis, momentum dan impuls.

ABSTRACT

Desy Sri Mulia Sutisna: “Application of Task-Based Learning (TBL) Model to Improve Students Critical Thinking Skills in Momentum and Impulse Material”

The 21st century requires students to have skills in critical thinking in order to be able to face the challenges of the times. The purpose of this study was to determine the feasibility of learning and improvement of students critical thinking skills by applying the Task-Based Learning (TBL) model on momentum and impulse material. The research method used was pre-experimental with one group pretest and posttest design. The sample of this study was the students of class X MIA 1 in SMA 1 Comprang Subang with 30 students. The sample was selected using purposive sampling technique. Data on the implementation of teacher and student activities were obtained from the observation sheets and data on improving students critical thinking skills obtained from the pretest and posttest in the form of descriptions. The results showed that the percentage of implementation of teacher activities 86% with a very good category and students activities 82% with a very good category. Based on the N-gain value of 0,68 showed there was an increase in students' critical thinking skills in the medium category. And based on the paired sample t-test obtained $t_{hitung} = 28,37$ greater than $t_{tabel} = 2,04$ ($t_{hitung} > t_{tabel}$) with a significance level 5%. That it be concluded that there is the influence of the implementation of the Task-Based Learning (TBL) model on improving students critical thinking skills in material momentum and impulses.

Kata kunci: Task-Based Learning (TBL), critical thinking skills, momentum and impulses.