ABSTRAK

Yetti Maya Sari Harahap: Pengaruh Model Pembelajaran *Gallery Walk* Berbasis *Contextual Teaching Learning* Terhadap Peningkatan Keterampilan Berpikir Kritis (KBKr) Siswa Pada Materi Sistem Ekskresi.

Penelitian ini bertujuan untuk mendeskripsikan pengaruh model pembelajaran *gallery walk* berbasis *contextual teaching learning* terhadap peningkatan keterampilan berpikir kritis (KBKr) siswa pada materi sistem ekskresi. Metode penelitian yang digunakan yaitu *quasi experiment* dengan desain *nonequivalent control group*. Aktivitas guru dan aktivitas siswa terlaksana dengan sangat baik. Peningkatan keterampilan berpikir kritis (*N-Gain*) siswa pada kelas eksperimen dan kelas kontrol sebesar 0.57 dan 0.39 dengan kategori "Sedang". Respon siswa terhadap pembelajaran materi sistem ekskresi dengan menggunakan model *gallery walk* berbasis *contextual teaching learning* adalah tinggi dengan rata-rata 3.54 (72%). Respon siswa terhadap pembelajaran materi sistem ekskresi tanpa menggunakan model *gallery walk* berbasis *contextual teaching learning* adalah sedang dengan rata-rata 2.83 (68%). Hasil uji-t *N-Gain* menunjukkan bahwa data yang dihasilkan sesuai dengan kriteria yaitu t_{hitung} (5.598) > t_{tabel} (2.023), artinya H_0 ditolak dan H_1 diterima, artinya model *gallery walk* berbasis *contextual teaching learning* berpengaruh positif dan signifikan terhadap peningkatan keterampilan berpikir kritis siswa pada materi sistem ekskresi.

Kata Kunci: *Contextual Teaching Learning*; Keterampilan Berpikir Kritis; Model *Gallery Walk*; Sistem Ekskresi.

ABSTRACT

Yetti Maya Sari Harahap: *The Effect of Gallery Walk Learning Model Based on Contextual Teaching Learning on Improving Students' Critical Thinking Skill (KBKr) in Excretion System Material.*

This study aims to describe the effect of the gallery walk learning model based on contextual teaching learning on the improvement of students' critical thinking skills (KBKr) in the excretory system material. The research method used is a quasi-experimental design with a nonequivalent control group. Teacher activities and student activities were carried out very well. The improvement of students' critical thinking skills (N-Gain) in the experimental class and control class was 0.57 and 0.39 with the "Medium" category. Student responses to learning excretory system materials using a gallery walk model based on contextual teaching learning are high with an average of 3.54 (72%). The student's response to learning the excretory system material without using a gallery walk model based on contextual teaching learning is moderate with an average of 2.83 (68%). The results of the N-Gain t-test indicate that the data generated is in accordance with the criteria, namely t_{count} *(5,598) >* t_{table} *(2,023), meaning that* H_0 *is rejected and* H_1 *is accepted, meaning that the gallery walk model based on contextual teaching learning has a positive and significant effect on improving critical thinking skills. students on excretory system material.*

Keywords: *Contextual Teaching Learning; Critical Thinking Skills; Gallery Walk Model; Excretory System.*