ABSTRAK

Lulu Hanifah : Pengaruh Model Pembelajaran *Connecting Organizing Reflecting Extending* (CORE) Berbantu *Mind Mapping* Terhadap Kemampuan Berpikir Kritis Materi Ekosistem (Penelitian *Quasi Eksperimental* pada peserta didik kelas X SMA Negeri 2 Cibitung Kabupaten Bekasi).

Penelitian ini dilatarbelakangi karena capaian kemampuan berpikir kritis siswa masih rendah, sehingga guru perlu menciptakan suasana pembelajaran yang menarik. Solusi yang diberikan salah satunya model pembelajaran tepat yaitu *CORE* yang mampu mengatasi permasalahan tersebut. Tujuan dari penelitian ini untuk menganalisis pengaruh model *Connecting Organizing Reflecting Extending* (CORE) berbantu *mind mapping* terhadap kemampuan berpikir kritis pada materi ekosistem. Penelitian ini menggunakan metode *Quasi Eksperimental*, desain berbentuk *Pre Test-Post Test Control Group Design*. Instrumen yang digunakan berupa soal dengan indikator kemampuan berpikir kritis, lembar observasi, dan angket respon siswa. Berdasarkan hasil uji statistik dengan uji Mann Whitney Sig. 0,000 < 0,05 hipotesis diterima, keterlaksanaan aktifitas guru dan siswa dalam pembelajaran *CORE* berbantu *mind mapping mindomo* diperoleh nilai persentase 98% dan 87% dengan kategori sangat baik, peningkatan kemampuan berpikir kritis siswa dengan menggunakan model *CORE* berbantu *mind mapping mindomo* diperoleh nilai N-gain 0,69 kategori sedang, respon siswa terhadap pembelajaran *CORE* berbantu *mind mapping mindomo* materi ekosistem kategori kuat persentase 78%. Dapat disimpulkan bahwa model pembelajaran *CORE* berbantu *mind mapping mindomo* berpengaruh terhadap kemampuan berpikir kritis siswa pada materi ekosistem.

Kata kunci : Model *CORE*, *Mind Mapping Mindomo*, kemampuan berpikir kritis, Ekosistem

ABSTRACT

Lulu Hanifah: *The Effect of the Connecting Organizing Reflecting Extending (CORE) Learning Model Assisted by Mind Mapping on Critical Thinking Skills in Ecosystem Materials (Quasi Experimental Research on Class X Students of SMA Negeri 2 Cibitung, Bekasi Regency).*

This research is motivated because the achievement of students' critical thinking skills is still low, so teachers need to create an interesting learning atmosphere. CORE is one of the learning models that can overcome these problems. The purpose of this study is to analyze the effect of the Connecting Organizing Reflecting Extending (CORE) model with the aid of mind mapping on critical thinking skills in ecosystem materials. This study uses a Quasi Experimental method, the design is in the form of Pre Test-Post Test Control Group Design. The instruments used are questions with indicators of critical thinking skills, observation sheets, and student response questionnaires. Based on the results of statistical tests with the Mann Whitney Sig test. 0.000 <0.05 the hypothesis is accepted, the implementation of teacher and student activities in learning CORE assisted by mind mapping mindomo obtained a percentage value of 98% and 87% with a very good category, increasing students' critical thinking skills using the CORE model assisted mind mapping mindomo obtained an N-value gain 0.69 in the medium category, student responses to CORE learning assisted by mind mapping mindomo ecosystem material in the strong category, the percentage is 78%. It can be concluded that the CORE learning model assisted by mind mapping Mindomo has an effect on students' critical thinking skills on ecosystem material.

***Keywords**: CORE Model, Mind Mapping Mindomo, critical thinking ability, Ecosystem*