

**PENGARUH *QUESTION LEARNING* TERHADAP KETERLIBATAN
DAN KETERAMPILAN BERPIKIR KRITIS SISWA PADA MATERI
PERUBAHAN LINGKUNGAN**

SKRIPSI

Disusun sebagai bagian dari persyaratan untuk mendapatkan gelar S.Pd



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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
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Alam

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LEMBAR PENGESAHAN
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ABSTRAK

Keterlibatan dan keterampilan berpikir kritis siswa merupakan sikap dan keterampilan yang harus dimiliki siswa di abad 21. Dalam kurikulum merdeka, sikap responsif dan aktif merupakan salah satu capaian umum dari Fase E. Keterampilan berpikir kritis siswa juga menjadi salah satu capaian yang diharapkan dalam Profil Pelajar Pancasila. Materi ajar SMA yang bersifat kompleks seperti perubahan lingkungan mengharuskan guru untuk dapat membelajarkan materi dengan tepat, salah satunya dengan intervensi *question learning* pada model pembelajaran *discovery learning*. Penelitian ini bertujuan untuk memperoleh data hasil analisis penerapan *question learning* dan pengaruhnya terhadap keterlibatan juga keterampilan berpikir kritis siswa pada materi perubahan lingkungan. Penelitian menggunakan metode *pre-experimental* dengan *one group pretest-posttest design*. Penelitian melibatkan 65 siswa kelas XI sebagai sampel. Instrumen yang digunakan meliputi lembar observasi keterlibatan perilaku, angket keterlibatan afektif dan kognitif siswa, soal *pre-test* dan *post-test* keterampilan berpikir kritis, serta angket respons siswa. Hasil penelitian menunjukkan bahwa keterlibatan siswa ada pada tingkat sedang, siswa mengalami peningkatan keterampilan berpikir kritis sebelum dan setelah kegiatan pembelajaran, peningkatan keterampilan berpikir kritis siswa tergolong sedang, dan siswa memberikan respons positif dengan kategori sangat baik terhadap penerapan *question learning*.

Kata kunci: *Question learning*, Keterlibatan, Keterampilan berpikir kritis, Perubahan lingkungan

ABSTRACT

Student engagement and critical thinking are attitudes and skills that students must have in the 21st century. In the Kurikulum Merdeka, responsive and active attitudes are one of the general outcomes of Phase E. Students' critical thinking skills are also one of the expected outcomes in the Profil pelajar Pancasila. High school teaching materials that are complex in nature such as environmental changes require teachers to be able to teach the material appropriately, one of which is with the intervention of question learning in the discovery learning model. This study aims to obtain data on the results of analyzing the application of question learning and its effect on student engagement and critical thinking skills on environmental change material. The research used pre-experimental method with one group pretest-posttest design. The research involved 65 students of class XI as the sample. The instruments used include behavioral engagement observation sheet, student affective and cognitive engagement questionnaire, critical thinking ability pre-test and post-test questions, and student response questionnaire. The results showed that student engagement was at a moderate level, students experienced an increase in critical thinking skills before and after learning activities, the increase in students' critical thinking skills was moderate, and students gave a positive response with a very good category to the application of question learning.

Keywords: Question learning, Engagement, Critical thinking skills, Environmental change

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