

**IMPLEMENTASI MODEL PEMBELAJARAN DAN GENDER UNTUK  
MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS DAN  
BERPIKIR KREATIF PADA PENDIDIKAN JASMANI**

**DISERTASI**

Diajukan untuk memenuhi sebagian syarat untuk  
memperoleh gelar Doktor Pendidikan Olahraga



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2024**

Dupri, 2024

*Implementasi Model Pembelajaran dan Gender Untuk Meningkatkan Keterampilan Berpikir Kritis dan Berpikir Kreatif Pada Pendidikan Jasmani*

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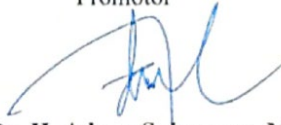
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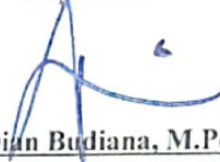
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# IMPLEMENTASI MODEL PEMBELAJARAN DAN GENDER UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS DAN BERPIKIR KREATIF PADA PENDIDIKAN JASMANI

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## ABSTRAK

Tujuan dari penelitian ini adalah untuk melihat pengaruh model pembelajaran dan gender terhadap keterampilan berpikir kritis dan berpikir kreatif. Metode penelitian ini adalah *experiment* dengan desain *factorial 2X2*, populasi dari penelitian ini adalah siswa SMA N 1 Benai yang berjumlah 646 yang terdiri dari 3 tingkatan, sedangkan untuk penarikan sampel dilakukan dengan Teknik *cluster random sampling* untuk pemilihan tingkatan kelas yang dijadikan sampel dengan melakukan *random selection* terlebih dahulu dan untuk memilih kelas serta bentuk pelakuan yang diberikan kepada kelas tersebut dilakukan *random assignment* sehingga jumlah sampel penelitian ini berjumlah 68 siswa pada SMA kelas X6 dan X7 di SMA N 1 Benai. *Instrument* yang digunakan untuk mengukur keterampilan berpikir kritis siswa dengan menggunakan soal *essay*, sedangkan untuk mengukur keterampilan berpikir kreatif siswa menggunakan angket. Analisis yang digunakan untuk menjawab penelitian ini dengan menggunakan *anova*. Hasil dari penelitian ini menemukan terdapat pengaruh yang signifikan model pembelajaran dan gender dalam meningkatkan keterampilan berpikir kritis dan berpikir kreatif. Model *problem based-learning* lebih baik dalam meningkatkan keterampilan berpikir kritis siswa sedangkan model *discovery learning* lebih baik dalam meningkatkan keterampilan berpikir kreatif siswa. Siswa Perempuan lebih baik dalam mengembangkan keterampilan berpikir kritis, sedangkan siswa laki-laki lebih baik dalam mengembangkan keterampilan berpikir kreatif. Dengan demikian terdapat interaksi antara model pembelajaran dengan gender terhadap peningkatan keterampilan berpikir kritis dan berpikir kreatif siswa.

**Kata Kunci:** *Problem based learning, discovery learning*, berpikir kritis, berpikir kreatif, pendidikan jasmani, dan gender.

# IMPLEMENTATION OF LEARNING MODELS AND GENDER TO IMPROVE CRITICAL THINKING AND CREATIVE THINKING SKILLS IN PHYSICAL EDUCATION

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## ABSTRACT

This study aimed to see the effect of learning models and gender on critical thinking skills and creative thinking. This research method is an experiment with a 2X2 factorial design, the population of this study was 646 students of SMA N 1 Benai consisting of 3 levels, while sampling was done using the cluster random sampling technique for selecting class levels that were used as samples by making random selection first and selecting classes and forms of treatment given to the class random assignment was carried out so that the number of samples in this study was 68 students in high school classes X6 and X7 at SMA N 1 Benai. The instrument was used to measure students' critical thinking skills using essay questions, while to measure students' creative thinking skills using a questionnaire. The analysis used to answer this study using ANOVA. The results of this study found that there was a significant influence of learning models and gender in improving critical thinking skills and creative thinking. The problem-based learning model is better at improving students' critical thinking skills while the discovery learning model is better at improving students' creative thinking skills. Female students are better at developing critical thinking skills, while male students are better at developing creative thinking skills. Thus, there is an interaction between learning models and gender in improving students' critical and creative thinking skills.

**Keywords:** Problem-based learning, discovery learning, critical thinking, thinking creative, physical education, and gender.

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