

PENERAPAN METODE PEMBELAJARAN *PROBLEM SOLVING* DAN *THINK PAIR SHARE* (TPS) TERHADAP KEMAMPUAN BERPIKIR KRITIS DITINJAU DARI KEMAMPUAN AWAL SISWA (QUASI EKSPERIMEN DALAM MATA PELAJARAN EKONOMI KELAS X SMA NEGERI 2 GUNUNG TALANG KABUPATEN SOLOK)

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ABSTRAK

Penelitian ini dilatarbelakangi bahwa metode pembelajaran *problem solving* dan *think pair share* merupakan metode pembelajaran yang dapat meningkatkan kemampuan berpikir kritis siswa dengan kemampuan awal yang berbeda, sehingga perlu diterapkan dalam proses pembelajaran.

Permasalahan dalam penelitian ini berdasarkan kenyataan yang ditemukan di lapangan menunjukkan bahwa proses pembelajaran lebih berpusat kepada guru (*teacher center*) dan kurang melibatkan siswa aktif dalam proses pembelajaran. Hingga akhirnya siswa menjadi pasif dan kurang kritis. Salah satu upaya untuk meningkatkan kemampuan berpikir kritis siswa yaitu dengan metode pembelajaran *problem solving* dan *think pair share* dengan memperhatikan kemampuan awal siswa diduga dapat mengatasi masalah tersebut.

Penelitian ini dilakukan untuk melihat pengaruh metode pembelajaran *problem solving* dan *think pair share* ditinjau dari kemampuan awal siswa pada mata pelajaran ekonomi kelas X SMA Negeri 2 Gunung Talang Kabupaten Solok Tahun Ajaran 2014/2015.

Penelitian ini menggunakan metode eksperimen kuasi yang dilakukan terhadap siswa kelas X IPS 1 dan X IPS 2 SMA Negeri 2 Gunung Talang yang terdiri dari 30 siswa IPS 1 dan 30 siswa IPS 2 yang merupakan kelas eksperimen. Data penelitian dikumpulkan melalui tes tertulis (kemampuan awal dan *posttest*), soal kemampuan awal pilihan ganda 20 soal dan *posttest* pilihan ganda beralasan 20 soal.

Setelah dilakukan analisis data menggunakan uji univariat hasil penelitian menunjukkan bahwa : (1) Terdapat pengaruh metode pembelajaran *problem solving* dan *think pair share* terhadap kemampuan berpikir kritis siswa, (2) Terdapat pengaruh kemampuan awal siswa terhadap kemampuan berpikir kritis, (3) Terdapat interaksi metode pembelajaran dengan kemampuan awal terhadap kemampuan berpikir kritis siswa.

Kata kunci: *problem solving*, *think pair share*, kemampuan berpikir kritis, kemampuan awal

THE IMPLEMENTATION OF PROBLEM SOLVING AND THINK PAIR SHARE (TPS) TEACHING METHODS TOWARDS THE STUDENTS' CRITICAL THINKING SKILL OBSERVED FROM THEIR PRIOR KNOWLEDGE (A QUASI EXPERIMENTAL RESEARCH IN ECONOMICS SUBJECT TO THE TENTH YEAR STUDENTS OF SMA NEGERI 2 GUNUNG TALANG SOLOK REGENCY)

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ABSTRACT

This study was conducted considering the believe which says that problem solving and think pair share are teaching methods that are able to improve the students' critical thinking skill with different prior knowledge. Thus, it is recommended to be implemented in the classrooms.

Problems in this study were raised based on the fact in classroom practices which shown that teaching and learning are still focus on the teacher (teacher-centered) with small portion of students contribution during the learning process. As a results, students become passive and less critical. One of the efforts to improve the students' critical thinking skill is by implementing problem solving and think pair share teaching method in learning process by considering the students' prior knowledge.

This research was conducted to examine the effects of problem solving and think pair share teaching method observed from the students' prior knowledge implementation in Economics subject to the tenth grade students of SMA Negeri 2 Gunung Talang, Solok Regency.

This research used quasi experimental research method to the students of X IPS 1 (as control class) and X IPS 2 (as experimental class) of SMA Negeri 2 Gunung Talang which consist 30 students each class. Data were collected through written test (pre-test and post-test). The pre-test items were in the form of multiple choice (20 items), while the post-test items were in the form of multiple choice with reasons (20 items).

After analyzing the data by using univariate test, it can be concluded that: (1) there was an influence of problem solving and think pair share teaching method towards the students' critical thinking skill, (2) there was an influence of students' prior knowledge towards the students' critical thinking skill, (3) there was an interaction between the teaching method and the students' prior knowledge towards the students' critical thinking skill.

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Key words: Problem solving, think pair share, critical thinking skill, prior knowledge

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