

EFEKTIVITAS METODE *PROBLEM BASED LEARNING* DAN *INQUIRY BASED LEARNING* TERHADAP KEMAMPUAN BERPIKIR KRITIS BERDASARKAN GENDER DAN *ACADEMIC ACHIEVEMENT*

(Kuasi Eksperimen pada Mata Pelajaran Ekonomi Siswa Kelas XI IPS SMA Negeri 15 Bandung)

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ABSTRAK

Kemampuan berpikir kritis merupakan salah satu kompetensi yang harus dimiliki oleh siswa untuk bisa bersaing dalam era global saat ini. Untuk itu penelitian ini bertujuan untuk meningkatkan kemampuan berpikir kritis siswa melalui metode *Problem based Learning* dan *Inquiry based Learning* pada mata pelajaran ekonomi. Selain dari metode pembelajaran, penelitian ini juga mengambil faktor dari diri siswa yaitu gender dan *academic achievement*. Metode penelitian yang digunakan yaitu dengan *Quasi Experimental Design* dengan memakai desain faktorial *Between-Subject* menggunakan *Three Ways* ANOVA. Hasil dari penelitian menunjukkan bahwa 1) terdapat perbedaan efektivitas metode pembelajaran *Problem based Learning* dan *Inquiry based Learning* dalam meningkatkan kemampuan berpikir kritis siswa dimana metode *Problem based Learning* memiliki rata-rata lebih tinggi dibandingkan dengan *Inquiry based Learning*. Hal ini menunjukkan bahwa *Problem based Learning* lebih efektif diterapkan pada pembelajaran ekonomi; 2) terdapat interaksi antara metode pembelajaran dengan gender terhadap kemampuan berpikir kritis; 3) terdapat interaksi antara metode pembelajaran dengan *academic achievement* terhadap kemampuan berpikir kritis; 4) terdapat interaksi antara metode pembelajaran, gender dan *academic achievement* terhadap kemampuan berpikir kritis.

Kata Kunci : *Problem based Learning*, *Inquiry based Learning*, Gender, *Academic Achievement*, Kemampuan Berpikir Kritis

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**EFFECTIVENESS OF PROBLEM BASED LEARNING METHOD AND
INQUIRY BASED LEARNING ON CRITICAL THINKING SKILLS BASED ON
GENDER AND ACADEMIC ACHIEVEMENT
(Quasi-Experiments in Subjects Economics Student Class XI IPS
SMA Negeri 15 Bandung)**

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ABSTRACT

Critical thinking skills is one of the competencies that must be owned by the students to be able to compete in global era. This study aims to improve students' critical thinking skills through Problem-based Learning and Inquiry-based Learning methods on economic subjects. Aside from learning methods, this study also takes a factor of self-esteem that is gender and academic achievement. The method used is by using Quasi-Experimental Design Between-Subject factorial design using ANOVA Three Ways. Results from the study show that 1) there are differences in the effectiveness of teaching methods Problem-based Learning and Inquiry-based Learning in improving students' critical thinking skills where the method of Problem-based Learning has on average higher than in Inquiry-based Learning. This indicates that the Problem-based Learning more effective applied to economic learning; 2) There is no interaction between the learning method by gender on critical thinking skills; 3) There is no interaction between the learning method with academic achievement of the critical thinking skills; 4) There are interaction between the learning methods, gender and academic achievement of the ability to think critically.

Keyword : *Problem based Learning, Inquiry based Learning, Gender, Academic Achievement, Critical Thinking Skill*

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