

**PENGARUH STRATEGI REACT TERHADAP KEMAMPUAN BERPIKIR
KRITIS SISWA DIMODERASI *SELF EFFICACY***

**(Quasi Eksperimen Pada Mata Pelajaran Ekonomi Siswa Kelas X-IIS
di SMA Negeri 1 Sidayu Gresik)**

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Diajukan untuk memenuhi syarat memperoleh gelar Magister Pendidikan
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KRITIS SISWA DIMODERASI *SELF EFFICACY* (QUASI EKSPERIMEN
PADA MATA PELAJARAN EKONOMI SISWA KELAS X-IIS DI SMA
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ABSTRAK

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**(Quasi Eksperimen Pada Mata Pelajaran Ekonomi Siswa Kelas X-IIS di
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Penelitian ini bertujuan untuk mengetahui dan menganalisis perbedaan kemampuan berpikir kritis antara strategi REACT (kelas eksperimen) dan metode diskusi (kelas Kontrol) pada mata pelajaran Ekonomi di SMA Negeri 1 Sidayu Gresik serta untuk mengetahui dan menganalisis *self efficacy* memoderasi pengaruh strategi REACT (*Relating, Experiencing, Applying, Cooperating* dan *Transferring*) terhadap kemampuan berpikir kritis pada mata pelajaran Ekonomi di SMA Negeri 1 Sidayu Gresik. Pendekatan yang digunakan pada penelitian ini adalah pendekatan kuantitatif. Metode yang digunakan adalah *Quasi eksperiment* untuk mengetahui efek dari perlakuan. Pada penelitian ini akan menggunakan desain faktorial (*Factorial design*) 3x2. Teknik pengambilan sampel menggunakan *purposive sampling*. Populasi dalam penelitian seluruh siswa kelas X IIS yang berjumlah 100 siswa di SMA Negeri 1 Sidayu Gresik Tahun ajaran 2018/ 2019. Uji hipotesis yang akan digunakan dalam penelitian adalah analisis statistik inferensial parametris *twoways ANOVA (two Factors model)*. Hasil penelitian menunjukkan: 1) Terdapat perbedaan rata-rata kemampuan berpikir kritis siswa antara kelas yang menerapkan strategi REACT dengan kelas yang menerapkan metode diskusi pada kompetensi dasar Bank sentral, sistem dan alat pembayaran. Hasil penelitian menunjukkan nilai rata-rata kemampuan berpikir kritis siswa yang menggunakan strategi REACT lebih tinggi dibandingkan dengan

yang menggunakan metode diskusi. 2) *Self efficacy* memoderasi pengaruh strategi REACT terhadap kemampuan berpikir kritis pada mata pelajaran Ekonomi pada kompetensi dasar sistem pembayaran dan alat pembayaran non tunai. Implikasi dari penelitian ini adalah pembelajaran dengan Strategi REACT memerlukan berbagai sumber belajar variatif dalam memperoleh informasi untuk memecahkan masalah maka diperlukan fasilitas penunjang untuk siswa.

Kata Kunci: Strategi REACT, *self efficacy*, berpikir kritis

ABSTRACT

**EFFECT OF REACT STRATEGY ON STUDENTS' CRITICAL
THINKING ABILITIES MODERATED BY SELF EFFICACY
(QUASI EXPERIMENTS IN ECONOMIC SUBJECTS OF CLASS X-IIS
STUDENTS IN SMA NEGERI 1 SIDAYU GRESIK)**

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This study aims to determine and analyze the differences in critical thinking skills between REACT strategies (experimental class) and discussion methods (Control class) on Economics subjects in 1 Sidayu Gresik Public High School and to determine and analyze self efficacy moderating the effect of REACT strategies on critical thinking skills in Economics subjects at Sidayu Gresik 1 Public High School. The approach used in this study is a quantitative approach. The method used is Quasi experiment to determine the effect of treatment. This study will use a factorial design (Factorial design) 3x2. The sampling technique uses simple *purposive sampling*. The population in the study of all students of class X IIS totaling 100 students in SMA 1 Sidayu Gresik Academic Year 2018 / 2019. The hypothesis test to be used in the study was inferential parametric twoways ANOVA (two Factors model) analysis. The results of the study show: 1) There is a difference in the average critical thinking skills of students between classes who apply the REACT strategy with classes that apply discussion methods to the central competencies of the central bank, systems and means of payment. The results showed that the average value of critical thinking skills of students using the REACT strategy was higher than those using the discussion method. 2) Self efficacy moderates the effect of REACT strategies on the ability to think critically in Economics subjects in the basic competencies of the central bank, systems and means of payment. The implication of this research is that learning with REACT

Strategy requires a variety of learning resources in obtaining information to solve problems so that supporting facilities are needed for students.

Keywords: REACT Strategy, Self efficacy, critical thinking

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