

ABSTRAK

Fifih Nurafiah (2013). Perbandingan Peningkatan Kemampuan Berpikir Kritis Siswa SMP Antara yang Memperoleh Pembelajaran *Means-Ends Analysis* (MEA) dan *Problem Based Learning* (PBL).

Tujuan dalam penelitian ini adalah 1) mengetahui perbedaan peningkatan kemampuan berpikir kritis siswa antara yang memperoleh pembelajaran MEA, pembelajaran PBL dan pembelajaran konvensional; 2) mengetahui respon siswa selama proses pembelajaran matematika terhadap model pembelajaran MEA; dan 3) mengetahui respon siswa selama proses pembelajaran matematika terhadap model pembelajaran PBL. Metode penelitian yang digunakan adalah metode kuasi eksperimen dengan desain kelompok kontrol tidak ekuivalen (*Non Equivalent Control Group Design*) dan populasi yang digunakan adalah seluruh siswa Kelas VIII SMP Negeri 26 Bandung tahun ajaran 2012/2013 dengan sampel sebanyak tiga kelas. Instrumen yang digunakan adalah instrumen tes dan instrumen non tes (berupa angket, lembar observasi dan jurnal harian). Hasil penelitian menunjukkan bahwa: 1) terdapat perbedaan peningkatan kemampuan berpikir kritis siswa antara yang memperoleh pembelajaran *Means-Ends Analysis* (MEA), pembelajaran *Problem Based Learning* (PBL) dan pembelajaran konvensional; 2) respon siswa selama proses pembelajaran matematika terhadap model pembelajaran MEA positif; dan 3) respon siswa selama proses pembelajaran matematika terhadap model pembelajaran PBL positif.

Kata kunci : Kemampuan berpikir kritis siswa, *Means-Ends Analysis* (MEA), *Problem Based Learning* (PBL).

ABSTRACT

Fifih Nurafiah (2013). Comparison Improvement of Critical Thinking Ability Students of Junior High School between who obtained by Means-Ends Analysis (MEA) and Problem Based Learning (PBL) models.

The purpose of this research are 1) to determine differences improvement critical thinking ability between students who obtained by MEA, PBL and conventional learning, 2) to know responses of students during the process of learning mathematics toward MEA, and 3) to know responses of students during the process of learning mathematics toward PBL. The method of this research is quasi-experimental method with non-equivalent control group design and the populations was used are all the eighth grade students of SMP Negeri 26 Bandung in the academic year of 2012/2013 with three samples. The instruments was used are test instruments and non-test instruments (such as questionnaires, observation sheets and daily journal). The results showed that 1) there are differences improvement critical thinking ability between students who obtained by Means-Ends Analysis (MEA), Problem Based Learning (PBL) and conventional learning, 2) responses of students during the learning process of mathematics toward MEA is positive, and 3) responses of students during the learning process of mathematics toward PBL is positive.

Keywords : critical thinking ability, Means-Ends Analysis (MEA), Problem Based Learning (PBL).