

ABSTRAK

Penelitian ini berjudul “*Pengaruh Model Pembelajaran Cooperative Integrated Reading and Composition Terhadap Kemampuan Berpikir Kritis dan Penguasaan Konsep Siswa pada Konsep Jaringan Tumbuhan*”. Penelitian ini merupakan penelitian *quasy experimental* dengan desain *Pretest Posttest Nonequivalent Groups Design*. Tujuan dari penelitian ini adalah menganalisis kemampuan berpikir kritis dan penguasaan konsep siswa SMA pada konsep jaringan tumbuhan menggunakan model pembelajaran *Cooperative Integrated Reading And Composition (CIRC)*, menganalisis hubungan kemampuan berpikir kritis dengan penguasaan konsep siswa. Tahapan dalam penelitian ini meliputi pemberian *pretest*, memberikan perlakuan selama pembelajaran yaitu dengan menggunakan model *CIRC* dan pemberian *posttest*. Setelah itu dilakukan penjarangan respon siswa terhadap proses pembelajaran. Hasil uji hipotesis *posttest* berpikir kritis dan penguasaan konsep dengan uji *U Mann Whitney* secara umum menunjukkan tidak terdapat perbedaan yang signifikan 5% ($\alpha=0,05$) antara kelas kontrol dan eksperimen. Hubungan antara kemampuan berpikir kritis dengan penguasaan konsep menunjukkan memiliki hubungan yang kuat antara kemampuan berpikir kritis dengan penguasaan konsep.

Kata kunci: Model *CIRC*, Penguasaan Konsep, Berpikir Kritis, Jaringan Tumbuhan

ABSTRACT

This study entitled "The Effect of Model Cooperative Learning Integrated Reading and Composition for Critical Thinking Skills and mastery of the concept Students at Plant Tissue Concept" This research is a quasy experimental design with Nonequivalent Groups Pretest Posttest Design. The purpose of this study was to analyze the critical thinking skills and mastery of the concept of high school students on the concepts of plant tissue using model cooperative learning Integrated Reading and Composition (CIRC), analyze the relationship between critical thinking skills and mastery of concepts students. Stages in the study include the provision of pretest, provide treatment during learning by using a model CIRC and posttest administration. After that networking students' response to the learning process. The results of hypothesis testing posttest critical thinking and mastery of concepts by Mann Whitney U test generally indicates there is no significant difference of 5% ($\alpha = 0.05$) between the control and experimental classes. The relationship between critical thinking skills to demonstrate mastery of the concept of having a strong relationship between critical thinking skills with mastery of concepts.

Keywords: Model CIRC, Concept Mastery, Critical Thinking, Plants Tissue