

Abstrak

Penelitian yang berjudul “Analisis Kemampuan Berpikir Kritis Siswa SMP melalui Pembelajaran Berbasis Masalah pada Konsep Pencemaran Lingkungan” ini bertujuan untuk mendeskripsikan mengenai kemampuan berpikir kritis siswa SMP melalui pembelajaran berbasis masalah pada konsep pencemaran lingkungan. Penelitian dilakukan di SMP kelas VII A, Kota Bandung, sampel sebanyak satu kelas yang diambil secara acak. Kemampuan berpikir kritis dijangkau melalui instrumen berupa lembar observasi kegiatan diskusi dan makalah kelompok. Selain itu digunakan pula tes kemampuan berpikir kritis secara individu melalui soal esai. Instrumen memuat indikator kemampuan berpikir kritis menurut Ennis (1985). Hasil penelitian menunjukkan bahwa kemampuan berpikir kritis siswa SMP termasuk kategori “baik” melalui presentasi dan “cukup” melalui makalah. Hal ini dilihat dari rata-rata persentase kemampuan berpikir kritis kelompok dan individu (76,8% dan 65,69%). Dari kelima indikator kemampuan yang diukur disimpulkan bahwa kemampuan memberi penjelasan sederhana berkelompok dan individu termasuk kategori “baik” dan “cukup” (86,05 dan 73,52%), begitu pula kemampuan membangun keterampilan dasar berkelompok dimana lebih tinggi termasuk “baik” (79,6%), dibandingkan individu yaitu “kurang baik” (51,96%). Kemampuan membuat inferensi berkelompok dan individu “cukup” (69,45% dan 67,91%). Kemampuan memberi penjelasan lebih lanjut berkelompok dan individu “cukup” (70,85% dan 74,50%). Begitu pula kemampuan mengatur strategi dan teknik kelompok “baik” (78,3%) sedangkan secara individu “cukup” (60,58%).

Kata kunci : Kemampuan Berpikir Kritis, Pembelajaran Berbasis Masalah, Konsep Pencemaran Lingkungan.

Abstrack

The study, entitled "Analysis of Critical Thinking Ability of Junior High School Students through Problem-Based Learning in Environmental Pollution Concept" is intended to describe junior high school students' critical thinking skills through problem-based learning in environmental pollution concept. The study was conducted in the junior high school grade VII A, Bandung, sample is from one classes taken randomly. Critical thinking skills captured by instruments such as observation sheets discussion activities and group paper. Besides, it also used a test of critical thinking skills through essay test in individuals. Instrument includes indicators of critical thinking skills by Ennis (1985). The results showed that junior high school students' critical thinking skills are "good" through presentations and "fair" through papers. It is seen from the average percentage of critical thinking skills in groups and individuals (76.8% and 65.69%). Of the five indicators measured ability it is concluded that ability to give simple explanation in groups and individuals is "good" and "fair" (86.05 and 73.52%), as well as ability to build basic skills in groups which is higher and "good" (79.6%), compared

¹ Keterangan: ¹Mahasiswa Jurusan Pendidikan Biologi, ²Dosen Pembimbing 1, ³Dosen Pembimbing 2
individuals is "fair" (69.45% and 67.91%). Ability to explain further in groups and

Putri Selvana Manurung, 2013

Analisis Kemampuan Berpikir Kritis Siswa SMP Melalui Pembelajaran Berbasis Masalah Pada Konsep Pencemaran Lingkungan

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

individuals is "fair" (70.85% and 74.50%). Similarly, the ability to set strategies and techniques in groups "good" (78.3%) whereas in individuals "fair" (60.58%).

Keywords: Critical Thinking Skills, Problem-Based Learning, Environmental Pollution Concept

