

ABSTRAK
PENGARUH MODEL PEMBELAJARAN CORE (*CONNECTING, ORGANIZING, REFLECTING, EXTENDING*) TERHADAP KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK
(Studi Eksperimen Geografi Kelas X di SMA PGRI 1 Subang)

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Penelitian ini dilaksanakan karena rendahnya kemampuan berpikir kritis peserta didik pada mata pelajaran Geografi, seperti kurang fokus pada pertanyaan, menganalisis argumen, menilai kredibilitas sumber, membuat kesimpulan secara deduktif, membuat kesimpulan secara induktif, menilai definisi, mendefinisikan asumsi, dan mengambil keputusan dalam tindakan. Tujuan penelitian ini adalah untuk menganalisis pengaruh model pembelajaran *CORE*, yaitu aspek *connecting*, aspek *organizing*, aspek *reflecting*, dan aspek *extending* terhadap kemampuan berpikir kritis peserta didik kelas kontrol dan kelas eksperimen di kelas X IPS. Metode penelitian yang digunakan adalah *quasi experiment design* dengan pendekatan kuantitatif, serta subjek penelitian peserta didik yaitu kelas X di SMA PGRI 1 Subang. Hasil penelitian menunjukkan adanya pengaruh penggunaan model pembelajaran *CORE* (*Connecting, Organizing, Reflecting, Extending*) terhadap kemampuan berpikir kritis peserta didik di kelompok eksperimen. Dapat disimpulkan tingkat kemampuan berpikir kritis menggunakan perhitungan indeks gain mempunyai pengaruh sedang dalam pembelajaran Geografi, sehingga model pembelajaran *CORE* cukup berperan dalam peningkatan kemampuan berpikir kritis peserta didik. Peneliti mengajukan rekomendasi khususnya kepada guru, yaitu harus memiliki kreativitas dan inovasi yang baik dalam meramu bahan ajar dan model pembelajaran, sehingga peserta didik mampu untuk berpikir secara kritis dalam menganalisis pembelajaran Geografi.

Kata Kunci: *Kemampuan Bepikir Kritis, Model Pembelajaran, Model Pembelajaran
CORE*

ABSTRACT

THE INFLUENCE OF CORE (CONNECTING, ORGANIZING, REFLECTING, EXTENDING) LEARNING MODEL TOWARDS STUDENTS' CRITICAL THINKING SKILLS

(Experimental Study in Geography Subjects of X Class in SMA PGRI 1 Subang)

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This research was carried out because of the low critical thinking skills of students on Geography subjects, such as lack of focus on questions, analyzing arguments, assessing source credibility, deducting conclusions, making inductive conclusions, evaluating definitions, defining assumptions, and making decisions in action. The purpose of this research was to analyze the effect of the CORE learning model, namely the connecting aspects, organizing aspects, reflecting aspects, and extending aspects of the critical thinking skills of control class students and experimental classes in X IPS class. The research method used is a quasi experiment design with a quantitative approach, as well as research subjects of students namely X class in SMA PGRI 1 Subang. The results of the research showed the influence of the use of the CORE learning model (Connecting, Organizing, Reflecting, Extending) on students' critical thinking abilities in the experimental classes. It can be concluded that the level of critical thinking ability using gain index calculations has a moderate influence on Geography learning, so the CORE learning model plays a role in improving students' critical thinking skills. The researcher proposes recommendations specifically to the teacher, which must have good creativity and innovation in compiling teaching materials and learning models, so that students are able to think critically in analyzing Geography learning.

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Keywords: *Critical thinking skills, Learning model, CORE learning model*