

PENGARUH METODE *PROBLEM BASED LEARNING* DAN *GUIDED DISCOVERY LEARNING* DALAM MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS SISWA BERDASARKAN *SELF REGULATED LEARNING*
(Kuasi Eksperimen Pada Mata Pelajaran Ekonomi di SMAN 1 Seunagan Provinsi Aceh)

Tesis

Diajukan Sebagai Salah Satu Syarat Untuk Memperoleh
Gelar Magister Pendidikan



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**PROGRAM STUDI MAGISTER PENDIDIKAN EKONOMI
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2020**

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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd) pada Program Studi Pendidikan Ekonomi

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TESIS**

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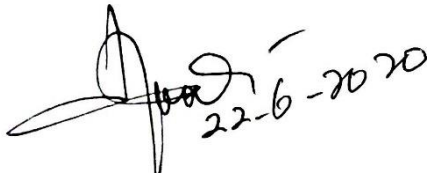
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ABSTRAK

PENGARUH METODE *PROBLEM BASED LEARNING* DAN *GUIDED DISCOVERY LEARNING* DALAM MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS SISWA BERDASARKAN *SELF REGULATED LEARNING*

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Tujuan dari penelitian ini untuk mengetahui pengaruh metode *problem based learning* dan *guided discovery learning* dalam meningkatkan kemampuan berpikir kritis siswa, pengaruh *self regulated learning* terhadap kemampuan berpikir kritis serta bagaimana interaksi metode pembelajaran dan *self regulated learning*. Penelitian ini merupakan kuasi eksperimen dengan desain faktorial 2x3. Analisis data yang digunakan berupa *two way* anova SPSS 26. Temuan dari penelitian ini menunjukkan bahwa: 1) terdapat pengaruh metode pembelajaran dalam meningkatkan kemampuan berpikir kritis siswa. Dalam penelitian ini ditemukan bahwa metode pembelajaran *guided discovery learning* lebih unggul dalam meningkatkan kemampuan berpikir kritis siswa, 2) *self regulated learning* berpengaruh dalam meningkatkan kemampuan berpikir kritis siswa, 3) terdapat interaksi metode pembelajaran dan *self regulated learning* terhadap kemampuan berpikir kritis siswa. Implikasi dari penelitian ini adalah untuk membantu guru dalam memilih metode pembelajaran yang sesuai dengan materi dalam proses pembelajaran agar dapat meningkatkan kemampuan berpikir kritis siswa.

Kata Kunci: *Problem Based Learning, Guided Discovery Learning, self regulated learning*, Kemampuan Berpikir Kritis.

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ABSTRACT

THE EFFECT OF PROBLEM BASED LEARNING AND GUIDED DISCOVERY LEARNING METHODS IN IMPROVING STUDENT CRITICAL THINKING ABILITY BASED ON SELF REGULATED LEARNING

(Quasi Experiments in Economic Subjects at SMAN 1 Seunagan Aceh Province)

By

Mauliana Wayudi

The purpose of this study was to determine the effect of problem based learning and guided discovery learning methods in increasing students' critical thinking skills, the effect of self regulated learning on critical thinking skills and how interactions between learning methods and self regulated learning. This research is a quasi experiment with 2x3 factorial design. Analysis of the data used in the form of two way anova SPSS 26. Findings from this study indicate that: 1) there is an influence of learning methods in improving students' critical thinking skills. In this study it was found that the guided discovery learning method was superior in improving students' critical thinking skills, 2) self regulated learning influences students' critical thinking skills, 3) there are interactions of learning methods and self regulated learning to students' critical thinking skills. The implication of this research is to assist teachers in choosing learning methods that are appropriate to the material in the learning proces to improve students' critical thinking skills.

Keywords: *Problem Based Learning, Guided Discovery Learning, self regulated learning, Critical Thinking Ability.*

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