

ABSTRACT. This research aimed to analyze the improvement of mathematics critical thinking skill and student's self concept with using group investigation (GI) learning and conventional learning model. This research was quasi experiment and the design of this research was *pre-test-post-test control group design*. The data were collected from students in 7th grade of SMP Negeri 5 Ambon. By using purposive sampling, two classes were involved as samples where one class was as an experiment class and another was as control class. The instrument used to collect the data were the mathematics critical thinking skill test and questioner of self concept. The data of mathematics critical thinking skill were analyzed by using t-test, ANOVA two ways, and ANOVA one ways, where student's concept were analyzed by using t- test. The results showed that, (1) the improvement of mathematics critical thinking skill using group investigation learning were better than conventional learning; (2) the improvement of mathematics critical thinking skill using GI learning were better than conventional learning in terms of category ability of early mathematics students (top, middle, bottom); (3) There are differences gain in improvement of mathematical critical thinking skills students GI learning and conventional learning in terms of category ability of early mathematics students (top, middle, bottom; and (4) students' mathematics self-concept of students on GI learning were better than conventional learning.

Keywords: group investigation (GI) learning, mathematics critical thinking skills, and mathematics self concept.

ABSTRAK. Penelitian ini bertujuan untuk menganalisis peningkatan kemampuan berpikir kritis dan *self concept* matematis siswa dengan menggunakan model pembelajaran *group investigation* (GI) dan konvensional. Penelitian ini adalah penelitian eksperimen kuasi dengan desain *pre-test-post-test control group design*. populasi dalam penelitian ini adalah siswa kelas VII SMP Negeri 5 Ambon. Melalui teknik purposive sampling, dua kelas dipilih sebagai sampel yaitu satu kelas sebagai kelas eksperimen dan yang lainnya adalah kelas kontrol. Instrumen yang digunakan berupa soal tes kemampuan berpikir kritis dan lembar angket skala *self concept*. Analisis data kemampuan berpikir kritis matematis menggunakan uji-t dan ANOVA Dua Jalur dan ANOVA Dua Jalur, sedangkan *self concept* menggunakan uji-t. Hasil penelitian menunjukkan bahwa, (1) peningkatan kemampuan berpikir kritis matematis siswa yang mendapat pembelajaran GI lebih baik dari pembelajaran konvensional; (2) peningkatan kemampuan berpikir kritis matematis siswa yang mendapat pembelajaran GI lebih baik dari pembelajaran konvensional, ditinjau dari kategori kemampuan awal (tinggi, sedang, dan rendah); (3) terdapat perbedaan gain dalam peningkatan kemampuan berpikir kritis matematis siswa yang mendapat pembelajaran GI dan konvensional ditinjau dari kemampuan awal (tinggi, sedang, dan rendah); dan (4) *self concept* matematis siswa yang mendapat pembelajaran GI lebih baik daripada siswa yang mendapat pembelajaran secara konvensional.

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Kata kunci: Pembelajaran *group investigation* (GI), kemampuan berpikir kritis matematis, dan *self concept* matematis.

