

**EFEKTIVITAS PEMBELAJARAN *FIELD TRIP*
BERBASIS *FOCUSED STRATEGY* PADA KETERAMPILAN
BERPIKIR KRITIS DAN PEMECAHAN MASALAH SISWA
PADA MATERI EKOSISTEM**

TESIS

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan Biologi



oleh

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**PROGRAM STUDI
PENDIDIKAN BIOLOGI
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Program Studi Pendidikan Biologi Fakultas
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Agustus 2020

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PERNYATAAN KEASLIAN TESIS

Dengan ini saya menyatakan bahwa tesis dengan judul “EFEKTIVITAS PEMBELAJARAN *FIELD TRIP* BERBASIS *FOCUSED STRATEGY* PADA KETERAMPILAN BERPIKIR KRITIS DAN PEMECAHAN MASALAH SISWA PADA MATERI EKOSISTEM” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Majalengka, 28 Agustus 2020



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EFEKTIVITAS PEMBELAJARAN *FIELD TRIP* BERBASIS *FOCUSED STRATEGY* PADA KETERAMPILAN BERPIKIR KRITIS DAN PEMECAHAN MASALAH SISWA PADA MATERI EKOSISTEM

ABSTRAK

Pentingnya berpikir kritis dan pemecahan masalah telah dipromosikan sebagai strategi yang berguna untuk meningkatkan pembelajaran siswa di abad 21. Salah satu upaya untuk meningkatkan keterampilan berpikir kritis dan pemecahan masalah siswa dengan menyelenggarakan pembelajaran *field trip* berbasis *focused strategy*. Penelitian ini bertujuan untuk menyelidiki efektivitas penerapan pembelajaran *field trip* berbasis *focused strategy* pada keterampilan berpikir kritis dan pemecahan masalah siswa pada materi ekosistem. Metode menggunakan *quasi-experimental* dengan *pre-and posttest design* yang melibatkan 28 siswa dari dua kelas 10 SMA sebagai sampel penelitian yang dipilih menggunakan pendekatan *cluster random sampling* terbagi menjadi dua kelas penelitian yaitu kelas yang menggunakan pembelajaran *field trip* berbasis *focused strategy* (kelas eksperimen) dan kelas yang menggunakan pembelajaran *field trip* berbasis *moderately focused strategy* (kelas pembanding). Data keterampilan berpikir kritis dan pemecahan masalah dikumpulkan melalui *pretest* dan *posttest* menggunakan soal berpikir kritis dan memecahkan masalah. Data tanggapan siswa setelah mengikuti pembelajaran dikumpulkan melalui angket tanggapan siswa. Data penelitian di analisis secara deskriptif kuantitatif menggunakan *n-gain*, uji normalitas, uji homogenitas dan uji perbedaan secara statistik inferensial. Hasil penelitian menunjukkan: 1) keterampilan berpikir kritis dan pemecahan masalah meningkat sedang, baik pada kelas eksperimen maupun kelas pembanding; 2) tidak terdapat perbedaan signifikan keterampilan berpikir kritis antara kelas eksperimen dan kelas pembanding ($p\text{-value} = 0,274 > 0,05$), sementara itu terdapat perbedaan signifikan keterampilan pemecahan masalah antara kelas eksperimen dan kelas pembanding ($p\text{-value} = 0,044 < 0,05$); 3) penerapan pembelajaran *field trip* efektif pada kelas eksperimen sedangkan kurang efektif pada kelas pembanding dalam meningkatkan keterampilan berpikir kritis. Sementara itu pembelajaran *field trip* cukup efektif pada kelas eksperimen sedangkan kurang efektif pada kelas pembanding dalam meningkatkan keterampilan pemecahan masalah; 4) sebagian besar siswa memberikan respon positif terhadap penerapan pembelajaran *field trip*. Simpulan penelitian ini adalah bahwa penerapan pembelajaran *field trip* berbasis *focused strategy* hasilnya efektif dalam menstimulasi peningkatan keterampilan berpikir kritis dan pemecahan masalah siswa pada materi ekosistem.

Kata kunci: berpikir kritis, pemecahan masalah, *field trip*, *focused strategy*, ekosistem.

Effectiveness of Field Trip Learning Based Focused Strategy on Students' Critical Thinking and Problem-Solving Skills on Ecosystem Topic

ABSTRACT

The importance of critical thinking and problem-solving has been promoted as a useful strategy for enhancing student learning in the 21st century. The effort to improve students' critical thinking skills and problem-solving by implementing field trip learning based focused strategy. The study aimed to examine the effectiveness of implementation of field trip learning based on focused strategy on students' critical thinking and problem-solving skills on ecosystem topic. This research method used quasi-experimental with a pre-and posttest design involved 28 students from two 10th grade high schools as a sample selected using cluster random sampling approach divided into two research classes, namely group that used field trip learning-based focused strategy (experimental group) and group that used field trip learning-based moderately focused strategy (comparison group). Data critical thinking and problem-solving skills collected through pretest and posttest. Data student feedback after participate in the learning collected through questionnaires. The research data were analyzed descriptively quantitatively using n-gain, normality-test, homogeneity-test, and inferential statistical difference test. The results showed: 1) critical thinking and problem-solving skills are increased moderately, both in the experimental class and in the comparison class; 2) there is no significant difference in critical thinking skills between the experimental class and the comparison class ($p\text{-value} = 0.274 > 0.05$), while there is a significant difference in problem-solving skills between the experimental class and the comparison class ($p\text{-value} = 0.044 < 0.05$); 3) implementation of field trip learning was effective in the experimental class while it was less effective in the comparison class to enhance students' critical thinking skills, while field trip learning was sufficiently effective in the experimental class and less effective in the comparison class to enhance students' problem-solving skills; 4) Most of the students gave a positive response to the implementation of field trip learning. It can be concluded that the implementation of field trip learning based on focused strategy was effective in stimulating the improvement of students' critical thinking and problem-solving skills on ecosystem topics.

Keywords: critical thinking, problem-solving, field trip, focused strategy, ecosystem

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Tesis ini disusun untuk memenuhi syarat memperoleh gelar Magister Pendidikan pada Program Studi Pendidikan Biologi Sekolah Pascasarjana Universitas Pendidikan Indonesia. Tesis ini berjudul “Efektivitas Pembelajaran *Field Trip* Berbasis *Focused Strategy* Pada Keterampilan Berpikir Kritis Dan Pemecahan Masalah Siswa Pada Materi Ekosistem”. Penelitian ini bertujuan untuk menyelidiki peranan implementasi *field trip* berbasis strategi fokus dalam meningkatkan keterampilan berpikir kritis dan pemecahan masalah.

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