

**PROFILING JUNIOR HIGH SCHOOL STUDENT'S CRITICAL-  
THINKING SKILL ON LEARNING SPEED IN CAMBRIDGE  
CURRICULUM**

RESEARCH PAPER

Submitted as Requirement to Obtain Degree of *Sarjana Pendidikan* in  
International Program on Science Education (IPSE) Study Program



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**INTERNATIONAL PROGRAM ON SCIENCE OF EDUCATION  
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UNIVERSITAS PENDIDIKAN INDONESIA  
2021**

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**APPROVAL FORM OF RESEARCH PAPER**  
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By:

Diana Ayu Latifah

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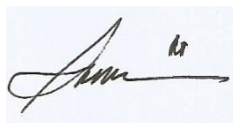
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## **DECLARATION**

I as a result of this declare that every respect that is written in a research paper entitled “Profiling Junior High School Student’s Critical-Thinking Skill on Learning Speed in Cambridge Curriculum” is genuinely a pure result of my original idea, effort, research, work, and not a copy or plagiarized of other papers. The opinion or findings of others included in this research have been cited or referred to based on the scientific code of conduct and the ethical sciences that apply to scholarly society. This declaration is created truthfully and consciously when subsequently it is found an infringement towards scientific ethic, or if there is a claim of any others towards the authenticity of the research paper, hence I am willing to be responsible and accept academic sanctions correspond to applicable rules.

Bandung, August 2021  
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## **ABSTRACT**

The curriculum, which plays a significant role in the education system, particularly in the teaching and learning process, is one factor that impacts the effectiveness of education. This study of profiling the students' critical thinking in Cambridge curriculum implementation of speed topic aimed to investigate students' critical thinking ability in implementing the Cambridge curriculum in learning speed. Convenience sampling was used as the method to collect the data. The participants were 33 7th grade junior high school students in one of the private schools in Bandung which implement the Cambridge curriculum. The result shows that students' critical thinking ability indicates a low level with an average percentage score of 50,5%, and the highest percentage of critical thinking indicator is Inference 57,70%. The lower percentage score is Basic Support 41,91%. Other indicators are Elementary Clarification with the score percentage is 51,47%, Advanced Clarification 45,58%, and Strategic and Tactics 55,88%. Based on the research, the possibility of students' critical thinking cases is categorized as low because of the lack of time duration in-class learning, which causes limited class activities. One of the effects is the absence of interaction between students in class. The absence of activities that require them to work together makes the students lack the ability to explore and solve the problem which trains students' critical thinking.

**Keywords:** Students' Critical Thinking, Cambridge Curriculum Implementation, Critical Thinking Indicator by Ennis, Speed

# **PROFIL KEMAMPUAN BERPIKIR KRITIS SISWA SMP PADA TOPIC KELAJUAN DALAM IMPLEMENTASI KURIKULUM CAMBRIDGE**

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## **ABSTRAK**

Kurikulum memegang peranan penting dalam sistem pendidikan, khususnya dalam proses belajar mengajar, merupakan salah satu faktor yang mempengaruhi efektifitas pendidikan. Penelitian profil berpikir kritis siswa dalam penerapan kurikulum Cambridge topik speed ini bertujuan untuk mengetahui kemampuan berpikir kritis siswa dalam menerapkan kurikulum Cambridge dalam pembelajaran kecepatan. Convenience sampling digunakan sebagai metode untuk mengumpulkan data. Pesertanya adalah 33 siswa kelas 7 SMP di salah satu sekolah swasta di Bandung yang menerapkan kurikulum Cambridge. Hasil penelitian menunjukkan bahwa kemampuan berpikir kritis siswa menunjukkan tingkat yang rendah dengan persentase skor rata-rata 50,5%, dan persentase indikator berpikir kritis tertinggi adalah Inferensi 57,70%. Persentase skor yang lebih rendah adalah Basic Support 41,91%. Indikator lainnya adalah Klarifikasi Dasar dengan persentase skor 51,47%, Klarifikasi Lanjutan 45,58%, dan Strategi dan Taktik 55,88%. Berdasarkan penelitian, kemungkinan kasus berpikir kritis siswa dikategorikan rendah karena kurangnya durasi waktu pembelajaran di kelas, yang menyebabkan terbatasnya aktivitas kelas. Salah satu dampaknya adalah tidak adanya interaksi antar siswa di kelas. Tidak adanya kegiatan yang menuntut mereka untuk bekerja sama membuat siswa kurang memiliki kemampuan untuk mengeksplorasi dan memecahkan masalah yang melatih berpikir kritis siswa.

**Kata Kunci:** Kemampuan Berpikir Kritis Siswa, Implementasi Kurikulum Cambridge, Indikator Berpikir Kritis oleh Ennis, Kelajuan

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