

Sari, Yuliana Puspa. 2019. *Pengaruh model means ends analysis(MEA) terhadap hasil belajar dan keterampilan berpikir kritis pada muatan pelajaran IPA tema 9 subtema 1 siswa kelas V SDN 1 Bendosari Tulungagung*. Skripsi Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing I: Andika Adinanda Siswoyo, S.Pd., M.Pd, Pembimbing II: Fachrur Rozie, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui adakah pengaruh model pembelajaran *means ends analysis (MEA)* terhadap hasil belajar dan keterampilan berpikir kritis pada muatan pelajaran IPA tema 9 subtema 1 siswa kelas V SDN 1 Bendosari Tulungagung. Jenis penelitian ini adalah penelitian kuantitatif. Desain penelitian yang digunakan dalam penelitian ini adalah desain *quasi experimental design* dengan jenis *non-equivalent control group design*. Penelitian ini menggunakan 32 siswa sebagai sampel, yaitu 16 siswa di kelas eksperimen dan 16 siswa di kelas kontrol. Teknik pengumpulan data dalam penelitian ini menggunakan tes uraian. Hasil penelitian menunjukkan bahwa ada pengaruh model pembelajaran *means ends analysis (MEA)* terhadap hasil belajar dan keterampilan berpikir kritis siswa berdasarkan hasil perhitungan statistik dengan uji t dua sampel *independent* hasil belajar dapat diketahui bahwa nilai $t_{hitung} = 2,77$ dan $t_{tabel} = 2,04227$, kemudian untuk keterampilan berpikir kritis yakni, $t_{hitung} = 3,55$ dan $t_{tabel} = 2,04227$. Sesuai dengan kaidah pengujian $t_{hitung} > t_{tabel}$ maka H_{o1} dan H_{o2} ditolak, sedangkan H_{a1} dan H_{a2} diterima. Berdasarkan perhitungan tersebut dapat disimpulkan bahwa terdapat pengaruh model pembelajaran *means-ends analysis (MEA)* terhadap hasil belajar dan keterampilan berpikir kritis siswa pada muatan pelajaran IPA tema 9 subtema 1 siswa kelas V SDN 1 Bendosari Tulungagung.

Kata Kunci : *Model Means Ends Analisis, Hasil Belajar, Keterampilan Berpikir Kritis*

Sari, Yuliana Puspa. 2019. *The effect of Means Ends Analysis (MEA) model on learning outcomes and critical thinking skills on the content of Science subject theme 9 sub-theme 1 of fifth grade students of SDN 1 Bendosari Tulungagung*. Thesis, Elementary School Teacher Education Study Program, Faculty of Education, University of Trunojoyo Madura. Advisor I: Andika Adinanda Siswoyo, S.Pd., M.Pd, Advisor II: Fachrur Rozie, S.Pd., M.Pd.

ABSTRACT

This study has an objective to determine whether there is an effect of Means Ends Analysis (MEA) learning model on learning outcomes and critical thinking skills on the content of Science subject theme 9 sub-theme 1 of fifth grade students of SDN 1 Bendosari Tulungagung. This study is a type of quantitative research. The research design that used in this study is experimental design with a type of non-equivalent control group design. This study uses 32 students as samples, those are 16 students in the experimental class and 16 students in the control class. Technique of collecting data in this study uses a description test. The results of the study show that there is a effect of Means Ends Analysis (MEA) learning model on students learning outcomes and critical thinking skills based on the results of statistical calculations with t test of two independent samples of learning outcomes, it can be found that the value of $t_{count} = 2.77$ and $t_{table} = 2.04227$, then for critical thinking skills are $t_{count} = 3.55$ and $t_{table} = 2.04227$. In accordance with the test rule of $t_{count} > t_{table}$ then H_{o1} and H_{o2} are rejected, while H_{a1} and H_{a2} are accepted. Based on these calculations, it can be concluded that there is an effect of Means Ends Analysis (MEA) learning model on students learning outcomes and critical thinking skills on the content of Science subject theme 9 sub-theme 1 of fifth grade students of SDN 1 Bendosari Tulungagung.

Keywords: *Means Ends Analysis Model, Learning Outcomes, Critical Thinking Skills.*