

Titik Yuni Wulandari, 2020. Implementasi Model Pembelajaran *RICOSRE* dengan Strategi *Scaffolding* Terhadap Kemampuan Berpikir Kritis Siswa SMP. Skripsi. Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing I Ana Yuniasti Retno Wulandari, S.Pd., M.Pd., Pembimbing II Nur Qomaria, S.Pd., M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan kemampuan berpikir kritis siswa antara kelas eksperimen yang menggunakan model pembelajaran *RICOSRE* dengan strategi *Scaffolding* dan kelas kontrol. Penelitian ini merupakan penelitian eksperimen menggunakan desain kuasi eksperimen. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMPN 1 Plandaan Tahun Ajaran 2019/2020. Teknik pengambilan sampel menggunakan *purposive sampling*. Sampel yang dipergunakan adalah kelas VIII-C sebagai kelas eksperimen dan kelas VIII-E sebagai kelas kontrol. Teknik analisis data menggunakan uji t sampel bebas dengan aplikasi *Software* SPSS 20. Berdasarkan hasil penelitian diperoleh hasil bahwa ada perbedaan kemampuan berpikir kritis siswa antara kelas eksperimen yang menggunakan model pembelajaran *RICOSRE* dengan strategi *Scaffolding* dan kelas kontrol. Hasil pengujian hipotesis tes kemampuan berpikir kritis siswa diperoleh $-t_{hitung} < t_{tabel} < t_{hitung}$ ($-6,332 < 2,00342 < 6,332$) maka H_0 ditolak dan H_1 diterima. Keterampilan berpikir kritis siswa kelas eksperimen lebih tinggi dari kelas kontrol, dengan rata-rata *posttest* kelas eksperimen senilai 72,59% dengan kategori tinggi dan rata-rata *posttest* kelas kontrol senilai 56,47% dengan kategori sedang. Hasil analisis keterlaksanaan pembelajaran sebesar 99% dengan kategori sangat tinggi. Hasil analisis respons siswa pernyataan positif yang memilih sangat setuju 61,30%, setuju 36,40%, kurang setuju 1,92%, dan sangat tidak setuju 0,38%.

Kata kunci: Kemampuan berpikir kritis, *RICOSRE*, *Scaffolding*.

Titik Yuni Wulandari, 2020. The Implementation of *RICOSRE* Learning Model with *Scaffolding* Strategy toward the Junior High School Students' Critical Thinking Ability Thesis. Science Study Program, Faculty of Science Education, University of Trunojoyo Madura. Supervisor I Ana Yuniasti Retno Wulandari, S.Pd., M.Pd., Supervisor II Nur Qomaria, S.Pd., M.Pd.

ABSTRACT

This research aimed to figure out the differentiation of students critical thinking ability between experimental class which has applied RICOSRE learning model with Scaffolding strategy and control class. This research was experimental research with quasi experimental design. The population of this research was all of the VIII grader students of SMPN 1 Plandaan on 2019/2020 academic year. The sampling technique used was purposive sampling. The sample used in this research was VIII-C which became experimental class and VIII-E as the control class. Data analysis techniques used independent sample t-test using SPSS 20 Software. Based on the research's results, it was found that there was different critical thinking ability between experimental class which used RICOSRE learning model with Scaffolding strategy and control class. The result of testing hypothesis of learners' critical thinking was found that $-t_{\text{value}} < t_{\text{table}} < t_{\text{value}}$ ($-6,332 < 2,00342 < 6,332$), thus H_0 was rejected and H_1 was accepted. Experimental class learners' critical thinking ability was higher than control class, with average of experimental class's posttest was 72,59% which was categorized as high, while the average of control class's posttest was 56,47% which was categorized as moderate. The result of learning implementation analysis was 99% with very high category. The analysis of students' positive statements responds shows that there were 61,30% choosing very agree, 36,40% choosing agree, 1,92% choosing disagree, and 0,38% choosing very disagree.

Keywords : Critical thinking ability, RICOSRE, Scaffolding..