

Mariyah. 2017. Efektifitas Pembelajaran *Contextual Teaching and Learning* (CTL) untuk Mengetahui Kemampuan Berpikir Kritis Siswa. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Mochammad Ahied S.Si., M.Si dan Irsad Rosidi S.Pd., M.Pd

ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektifitas pembelajaran *contextual teaching and learning* dalam mengetahui kemampuan berpikir kritis siswa. Penelitian ini menggunakan pendekatan kontekstual. Metode penelitian dalam penelitian ini menggunakan *quasi eksperimental design* dengan desain *nonequivalent control group design*. Dilaksanakan di SMPN 2 Tanah Merah dengan populasi seluruh siswa kelas VII pada pokok bahasan pencemaran lingkungan. Sampel yang digunakan adalah 2 kelas yaitu kelas VII C dan VII D. Teknik analisis data menggunakan uji t *independent* (bebas). Berdasarkan hasil penelitian dapat disimpulkan bahwa; (1) adanya efektifitas pengaruh pembelajaran *contextual teaching and learning* (CTL) untuk mengetahui kemampuan berpikir kritis siswa, yang dibuktikan nilai uji t bebas nilai signifikansi $0,00 < 0,05$ maka H_0 ditolak. Sedangkan $-t_{hitung} < t_{tabel} < t_{hitung} = -4,612 < 2,042 < 4,612$ maka H_0 diterima (2) keterlaksanaan pembelajaran kontekstual berkategori sangat baik dengan nilai 100%, (3) kemampuan berpikir kritis siswa tinggi dengan rata-rata ketuntasan indikator *posttest* kelas eksperimen 79%, dan (4) respon siswa terhadap pembelajaran CTL sangat kuat dengan rata-rata respon siswa 80,79%.

Kata kunci: Berpikir kritis, *Contextual Teaching and Learning*(CTL) dan Efektifitas pembelajaran

Mariyah. 2017. *Effectiveness Of Learning Contextual Teaching And Learning (CTL) Related To The Students Critical Thinking Skills*. Thesis, Natural Science Education Study Program, Education Faculty, University Of Trunojoyo Madura. Advisor: 1. Mochammad Ahied S.Si., 2. Irsad Rosidi S.Pd., M.Pd

ABSTRACT

The aims of this study was to know the effectiveness of learning in *contextual teaching and learning* (CTL) related to the students critical thinking skills. This study used a contextual approach. The research method in this study applied *quasi experimental design with nonequivalent control group design*. It was conducted in SMPN 2 Tanah Merah by taking second grade of students the subject population of environmental pollution. The sample of this study focused on class VII C dan VII D. The technique of data analys is *independent t test*. Based on the result, it can be concluded that; (1) there was an effectiveness of *contextual teaching and learning* (CTL) to know the students' critical thinking ability, which is proved by t independent value of significance $0,00 < 0,05$ then H_0 rejected. While $-t_{\text{calculate}} < t_{\text{table}} < t_{\text{calculate}} = -4,612 < 2,042 < 4,612$ then H_0 accepted (2) the implementation of contextual learning is very well with 100% score, (3) students' critical thinking ability is high with mean completeness of posttest indicator of 79% experimental class, and (4) student response to CTL learning is very wrong with average response students 80,79%.

Keyword: *Contextual Teaching and Learning* (CTL), Critical thinking, and The Effectiveness Of Learning