

ABSTRAK

Guru kurang memberikan pembelajaran tentang berpikir kritis terhadap siswa didalam pembelajaran perakitan komputer, sehingga siswa kurang diarahkan untuk berpikir kritis dalam pembelajaran. Tujuan penelitian ini adalah untuk menganalisis kemampuan berpikir kritis siswa ditinjau dari kemampuan awal dan kepribadian siswa. subjek pada penelitian ini adalah siswa berkepribadian *ekstrovert* dan *introvert* yang memiliki kemampuan awal rendah, sedang dan tinggi. Penelitian ini menggunakan kualitatif dengan jenis penelitian deskriptif kualitatif. Teknik pengumpulan data melalui tes tulis dan wawancara. Soal tes berbentuk uraian materi perakitan komputer dan angket tipe kepribadian. Hasil penelitian menunjukkan bahwa; 1) siswa *ekstrovert* kemampuan awal tinggi memenuhi lima indikator yaitu, *elementary clarification*, *basic support*, *inferring*, *advanved clarification*, dan *strategies and tacties*. 2) siswa *ekstrovert* kemampuan awal sedang memenuhi lima indikator yaitu, *elementary clarification*, *basic support*, *inferring*, *advanved clarification*, dan *strategies and tacties*. 3) siswa *ekstrovert* kemampuan awal rendah memenuhi satu indikator yaitu, *basic support*. 4) siswa *introvert* kemampuan awal tiggi memenuhi tiga indikator yaitu, *basic support*, *advanved clarification*, dan *strategies and tacties*. 5) siswa *introvert* kemampuan awal sedang memenuhi empat indikator yaitu, *basic support*, *advanved clarification*, *inferring*, *strategies and tacties*. 6) siswa *introvert* kemampuan awal rendah tidak dapat memenuhi kelima indikator.

Kata-kata Kunci: Berpikir Kritis, Kemampuan Awal, Tipe Kepribadian, Perakitan Komputer.

ABSTRACT

Teachers do not provide learning about critical thinking of students in computer assembly learning, so that students are less directed to think critically in learning. The purpose of this study was to analyze students' critical thinking skills in terms of students' initial abilities and personalities. Subjects in this study were students with extrovert and introvert personality who had low, medium and high initial abilities. This study uses qualitative descriptive qualitative research. Data collection techniques through written tests and interviews. The test questions took the form of a description of computer assembly material and a personality type questionnaire. The results showed that; 1) Extroverted students with high initial ability meet five indicators, namely elementary clarification, basic support, inferring, advanced clarification, and strategies and tactics. 2) early extroverted students' abilities are fulfilling five indicators namely, elementary clarification, basic support, inferring, advanced clarification, and strategies and tactics. 3) extroverted students with low initial abilities meet one indicator namely, basic support. 4) students introverted high initial ability to meet three indicators namely, basic support, advanced clarification, and strategies and tactics. 5) early introverted students' abilities are fulfilling four indicators namely, basic support, advanced clarification, inferring, strategies and tactics. 6) students with low initial ability introverts cannot meet the five indicators.

Key Words: *Critical Thinking, Early Ability, Personality Type, Computer Assembly.*