

Lusiana Eka Putri. 2018. *Penerapan Model Pembelajaran ISTAD (Inquiry-Student Team Achievement Division) Terhadap Kemampuan Berpikir Kritis Siswa*. Skripsi, Program Studi Pendidikan IPA, Fakultas Ilmu Pendidikan, Universitas Trunojoyo. Pembimbing (I) Fatimatul Munawaroh (II) Wiwin Puspita Hadi.

ABSTRAK

Penelitian ini untuk mengetahui penerapan model pembelajaran *ISTAD (Inquiry-Student Team Achievement Division)* terhadap kemampuan berpikir kritis siswa. Penelitian ini dilaksanakan di SMPN 1 Kamal pada bulan Mei tahun ajaran 2018/2019 pada kelas VII. Sampel yang diteliti terdiri dari 2 kelas yaitu kelas VII F sebagai kelas eksperimen dan kelas VII C sebagai kelas kontrol. Desain penelitian yang digunakan adalah *quasi experimental design* dengan teknik penelitian yaitu *none equivalent control group design*. Teknik pengambilan sampel menggunakan *purposive sumpling*. Hasil tes yang diperoleh menggunakan uji t sampel bebas. Berdasarkan hasil penelitian disimpulkan (1) Penerapan model pembelajaran *ISTAD (Inquiry-Student Team Achievement)* berpengaruh terhadap kemampuan berpikir kritis siswa. Hal ini dibuktikan dari nilai *posttest* kedua kelas diperoleh – $t_{hitung} < t_{tabel} < t_{hitung}$ ($-4,670 < 2,390 < 4,670$) pada taraf signifikansi 0,02. (2) Kemampuan berpikir kritis siswa meningkat setelah penerapan model pembelajaran *ISTAD* diperoleh persentase rata-rata kemampuan berpikir kritis sebesar 78,01% dengan kategori tinggi (3) Keterlaksanaan pembelajaran dengan menggunakan model *ISTAD* terhadap kemampuan berpikir kritis siswa diperoleh persentase sebesar 96,29% dengan kategori sangat baik (4) Respon siswa terhadap model pembelajaran *ISTAD* sangat baik, hal ini dibuktikan dari hasil persentase angket respon siswa sebesar 92,41 % dengan kriteria sangat positif.

Kata Kunci : Berpikir Kritis, Model Pembelajaran *ISTAD (Inquiry-Student Team Achievement Division)*

Lusiana Eka Putri. 2018. *The ISTAD Learning Model Application (Inquiry-Student Team Achievement Division) Toward the Students' Critical Thinking Ability*. Undergraduate Thesis, Natural Science Education, Education Faculty, University of Trunojoyo Madura (I) Fatimatul Munawaroh (II) Wiwin Puspita Hadi.

ABSTRACT

This research is to know the application of ISTAD learning model (inquiry-student team division) toward the students' critical thinking ability. This study was conducted at SMPN 1 Kamal in May 2018/2019 academic year on VII grade students. The sample was divided into 2 classes, the first was VII F as an experimental class and class VII C as a control class. The research method design used a quasi-experimental design with the research technique of none equivalent control group design. The sampling technique used purposive sampling. The test results were measured by using free sample T test. Based on the study results, it can be concluded (1) the application of ISTAD learning model (Inquiry-student team achievement) has affected the students' critical thinking ability. This is evidenced from the posttest points for both of the classes obtained by formulating $-t_{count} < t_{tabel} < t_{count}$ ($-4.4670 < 2.390 < 4.670$) on significant point of 0.02 (2) the students' critical thinking ability increases after the treatment. The average percentage was 78.01% on the highest category (3) the learning implementation of ISTAD toward students' critical thinking was obtained as at the percentage of 97.43% on the best category (4) the students' response of ISTAD was better, this was proven by the response percentage of 92.41% on positive criteria.

Key words: critical thinking, learning model of ISTAD (Inquiry-student team achievement division)