

ABSTRAK

Suranto Isnur Indratno, 2018, Efektivitas Model Pembelajaran Project Based Learning Terhadap Kemampuan Berpikir Kritis Siswa Materi Bangun Ruang Kelas VIII. Skripsi, Program Studi Pendidikan Matematika, Universitas Muhammadiyah Semarang. Pembimbing : I. Iswahyudi Joko S, S.Si, M.Pd., II. Eko Andi Purnomo, S.Pd, M.Pd

Kata Kunci : Percaya diri, Keaktifan, Berpikir Kritis, *Project Based Learning*

Permasalahan dalam penelitian ini yaitu kurangnya kemampuan berpikir kritis siswa dalam matematika, sehingga nilai rata-rata ulangan matematika materi bangun ruang adalah 67, dengan ketuntasan klasikal 62 %. Keaktifan dan percaya diri siswa di dalam pembelajaran matematika masih kurang. Salah satu upaya untuk mengatasi permasalahan tersebut adalah dengan menerapkan model pembelajaran *Project Based Learning*. Tujuan penelitian ini yaitu untuk mengetahui penerapan model *Project Based Learning* efektif dengan kriteria ketuntasan tercapai, terdapat pengaruh percaya diri dan keaktifan, dan terdapat beda rata-rata. Penelitian ini merupakan jenis penelitian kuantitatif dengan metode eksperimen. Variabel bebas dalam penelitian ini adalah keaktifan dan percaya diri, sedangkan variabel terikat penelitian adalah kemampuan berpikir kritis siswa. Teknik pengambilan sampel menggunakan *Purposive Sampling*, dengan sampel kelas VIII A, VIII B dan VIII C. Metode pengumpulan data dalam penelitian ini adalah wawancara, observasi, angket, tes evaluasi.

Hasil penelitian menunjukkan bahwa kemampuan berfikir kritis siswa yang menggunakan model *Project Based Learning* mencapai ketuntasan baik secara individual maupun klasikal. Rata-rata kemampuan berfikir kritis siswa mencapai 85,26. Presentase ketuntasan 94% atau sebanyak 29 siswa dari 31 siswa sudah mencapai ketuntasan kemampuan berfikir kritis. Adanya pengaruh percaya diri dan keaktifan terhadap kemampuan berfikir kritis dengan menggunakan model pembelajaran *Project Based Learning* sebesar 97,7%. Terdapat perbedaan rata-rata kemampuan berfikir kritis antara kelas yang menerapkan model *Project Based Learning* dengan kelas yang menerapkan model pembelajaran konvensional. Nilai rata-rata kemampuan berfikir kritis kelas eksperimen sebesar 85,26 dan kelas kontrol sebesar 74,19. Diharapkan guru dapat menjadikan model pembelajaran *Project Based Learning* sebagai alternatif pembelajaran matematika yang dapat meningkatkan sikap percaya diri, keaktifan, serta berfikir kritis siswa pada materi lain

ABSTRACT

Suranto Isnur Indratno, 2018, Effectiveness of Project Based Learning Learning Models on Students' Critical Thinking Ability Material in Building Class VIII. Thesis, Mathematics Education Study Program, University of Muhammadiyah Semarang. Advisor: I. Iswahyudi Joko S, S.Si, M.Pd., II. Eko Andi Purnomo, S.Pd, M.Pd

Keywords: Confidence, Activity, Critical Thinking, Project Based Learning

The problem in this study is the lack of students' ability to think critically in mathematics, so that the average score of the mathematical replication of building material is 67, with classical completeness of 62%. Active and confident students in learning mathematics are still lacking. One effort to overcome these problems is to apply the Project Based Learning learning model. The purpose of this study is to determine the application of the Project Based Learning model effectively with the completeness criteria achieved, there is an effect of confidence and activity, and there is an average difference. This research is a type of quantitative research with experimental methods. The independent variable in this study is active and confident, while the dependent variable of research is students' critical thinking skills. The sampling technique used purposive sampling, with samples of classes VIII A, VIII B and VIII C. Data collection methods in this study were interviews, observations, questionnaires, evaluation tests.

The results showed that students' critical thinking ability using the Project Based Learning model achieved completeness both individually and classical. The average student's critical thinking ability reaches 85.26. The percentage of completeness is 94% or as many as 29 students from 31 students have reached the completeness of the ability to think critically. The influence of confidence and activity on the ability to think critically by using Project Based Learning model of 97.7%. There are differences in the average ability to think critically between classes that apply the Project Based Learning model to the class that applies conventional learning models. The average value of the critical thinking ability of the experimental class is 85.26 and the control class is 74.19. It is expected that the teacher can make the Project Based Learning model as an alternative to learning mathematics that can improve self-confidence, activity, and critical thinking of students in other material