

## ABSTRAK

### PERBANDINGAN HASIL BELAJAR EKONOMI MENGGUNAKAN GABUNGAN *PROBLEM BASED LEARNING* DAN *MIND MAPPING* DENGAN *PROBLEM BASED LEARNING* DAN *THINK PAIR SHARE* DENGAN MEMPERHATIKAN KEMAMPUAN BERPIKIR KRITIS SISWA

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Tujuan penelitian ini adalah untuk mengetahui perbedaan hasil belajar siswa, rata-rata hasil belajar pada siswa yang memiliki kemampuan berfikir kritis tinggi, rata-rata hasil belajar pada siswa yang memiliki kemampuan berfikir kritis rendah dan interaksi antara model pembelajaran kooperatif dengan kemampuan berfikir kritis siswa terhadap hasil belajar. Metode yang digunakan adalah komparatif dengan pendekatan eksperimen (*quasi eksperimental design*). Populasi penelitian sebanyak 124 siswa dengan jumlah sampel 63 siswa yang ditentukan dengan *Cluster Random Sampling*. Pengumpulan data melalui tes. Pengujian hipotesis menggunakan rumus analisis varian dua jalan dan t-test dua sampel independen.

Hasil analisis data menunjukkan 1) ada perbedaan kemampuan hasil belajar antara siswa yang pembelajarannya menggunakan model pembelajaran gabungan *Problem Based Learning* dan *Mind Mapping*, *Problem Based Learning* dan *Think Pair Share*, 2) rata-rata hasil belajar pada siswa yang memiliki kemampuan berpikir kritis tinggi yang pembelajarannya menggunakan model pembelajaran gabungan *Problem Based Learning* dan *Mind Mapping* lebih tinggi dibandingkan yang pembelajarannya menggunakan model pembelajaran gabungan *Problem Based Learning* dan *Think Pair Share*, 3) rata-rata hasil belajar pada siswa yang memiliki kemampuan berpikir kritis rendah yang pembelajarannya menggunakan model pembelajaran gabungan *Problem Based Learning* dan *Think Pair Share* lebih tinggi dibandingkan yang pembelajarannya menggunakan model pembelajaran gabungan *Problem Based Learning* dan *Mind Mapping*, 4) ada interaksi antara model pembelajaran dengan kemampuan berpikir kritis terhadap hasil belajar siswa.

**Kata kunci:** hasil belajar, *problem based learning*, *mind mapping*, *think pair share*, berpikir kritis

## ABSTRACT

### THE COMPARISON OF ECONOMY LEARNING RESULT BY USING MIXED LEARNING MODELS OF *PROBLEM BASED LEARNING* AND *MIND MAPPING* AND *PROBLEM BASED LEARNING* AND *THINK PAIR SHARE* BY PAYING ATTENTION TO STUDENT'S CRITICAL THINKING ABILITY

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The objective of this research was to find out the differences of students' learning results, the learning result average of students who had high critical thinking abilities, the learning result average of students who had low critical thinking abilities, and interactions between cooperative learning model and students' critical thinking abilities to the learning results. This research used comparative method with quasi experiment design. Population was 124 students and 63 respondent samples were taken by using cluster random sampling. Data were collected through documentation and test. Hypothesis was tested by using two paths variance analysis and independent two samples t-test.

The results showed that: 1) there were learning result differences between students using mixed learning models of *problem based learning – mind mapping* and *problem based learning – think pair share*; 2) the average learning result of students with high critical thinking abilities who used mixed learning model of *problem based learning –mind mapping* was higher compared to those students used *problem based learning – think pair share* mixed learning models; 3) the average learning result of students with low critical thinking abilities who used mixed learning model of *problem based learning – think pair share* was higher compared to those students who used *problem based learning –mind mapping* mixed learning models; 4) there were interactions between learning models and critical thinking ability to students' learning results.

**Keywords** : learning result, problem based learning, mind mapping, think pair share, critical thinking