

ABSTRACT

CONTROVERSIAL ISSUES LEARNING MODELS MODIFICATION OF PROBLEM-BASED LEARNING IN IMPROVING STUDENTS' CRITICAL THINKING ABILITY

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This research aims to analyze the effect of using the controversial issues learning model modified problem based learning in improving students' critical thinking skills and analyzing the effectiveness of the controversial issues learning model modified problem based learning compared to the problem based learning model in improving critical thinking skills in Civics learning for students . The method used in this research is quantitative with a quasi-experimental design. The results of this research state that learning using the controversial issues learning model modified problem based learning can improve students' critical thinking abilities. The direct involvement of students in learning is the main thing in the controversial issues learning model modified problem based learning. So that the dominant role of students in the ongoing learning process is able to enable students to explore their understanding in depth. So critical thinking skills can be internalized more easily. This can be seen from the results of the final ability test which shows that: (1) There is an influence of using the controversial issues learning model modified problem based learning on increasing students' critical thinking abilities; (2) There is a difference between the use of the controversial issues learning model modified problem based learning and the problem based learning model in improving students' critical thinking abilities, based on the results of the N-gain test, indicating that the application of the controversial issues learning model modified problem based learning is effective in improving abilities students' critical thinking in Civics subjects.

Keywords: *Controversial Issues modified Problem Based Learning, Critical Thinking, Civics Learning*

ABSTRAK

MODEL PEMBELAJARAN *CONTROVERSIAL ISSUES* BERMODIFIKASI *PROBLEM BASED LEARNING* DALAM MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS SISWA

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Penelitian ini bertujuan untuk menganalisis pengaruh penggunaan model pembelajaran *controversial issues* bermodifikasi *problem based learning* dalam meningkatkan kemampuan berpikir kritis peserta didik, selanjutnya menganalisis efektivitas model pembelajaran *controversial issues* bermodifikasi *problem based learning* dibandingkan dengan model *problem based learning* dalam peningkatan kemampuan berpikir kritis dalam pembelajaran PPKn bagi peserta didik. Metode yang digunakan pada penelitian ini adalah kuantitatif dengan desain kuasi eksperimen. Hasil penelitian ini menyatakan bahwa pembelajaran dengan penggunaan model pembelajaran *controversial issues* bermodifikasi *problem based learning* dapat meningkatkan kemampuan berpikir kritis peserta didik. Adanya keterlibatan langsung peserta didik dalam pembelajaran menjadi hal utama dalam model pembelajaran *controversial issues* bermodifikasi *problem based learning*. Sehingga dominan peran peserta didik pada proses pembelajaran yang berlangsung mampu menjadikan peserta didik dapat mengeksplorasi pemahaman mereka secara mendalam. Sehingga kemampuan berpikir kritis akan dapat terinternalisasi dengan lebih mudah. Hal ini dapat dilihat hasil uji kemampuan akhir yang menunjukkan bahwa: (1) Terdapat pengaruh penggunaan model pembelajaran *controversial issues* bermodifikasi *problem based learning* terhadap peningkatan kemampuan berpikir kritis peserta didik; (2) Terdapat perbedaan antara penggunaan model pembelajaran *controversial issues* bermodifikasi *problem based learning* dan model *problem based learning* terhadap peningkatan kemampuan berpikir kritis peserta didik, berdasarkan hasil uji N-gain, menunjukkan bahwa penerapan model pembelajaran *controversial issues* bermodifikasi *problem based learning* efektif untuk meningkatkan kemampuan berpikir kritis peserta didik pada mata pelajaran PPKn.

Kata kunci: *Controversial Issues bermodifikasi Problem Based Learning, Berpikir Kritis, Pembelajaran PPKn*