

ABSTRAK

PENGARUH MODEL PEMBELAJARAN OBAK BERBANTU VIDEO TERHADAP KETERAMPILAN BERPIKIR KRITIS PESERTA DIDIK SMP PADA MATERI INTERAKSI MAKHLUK HIDUP DENGAN LINGKUNGANNYA

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Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model pembelajaran OBAK berbantu video terhadap peningkatan keterampilan berpikir kritis peserta didik SMP Tiara Bhakti kota Bandar Lampung. Desain penelitian yang digunakan *quasy experiment* dengan teknik *pretest-posttest non equivalent control group design*. Sampel yang diambil menggunakan teknik *purposive sampling* dengan jumlah sampel 30 peserta didik kelas VII A sebagai kelas eksperimen dan 30 peserta didik kelas VII B sebagai kelas kontrol. Data keterampilan berpikir kritis diukur menggunakan *pretest-posttest* sedangkan data tanggapan peserta didik terhadap penggunaan OBAK berbantu video diukur menggunakan angket. Hasil penelitian menunjukkan keterampilan berpikir kritis peserta didik di kelas eksperimen N-gain (0,68 kategori sedang) lebih tinggi dibandingkan kelas kontrol N-gain (0,53 kategori sedang). Hasil uji *independent sample t-test* didapatkan nilai *sig. (2-tailed)* $0,00 < 0,05$ artinya H_0 ditolak dan H_1 diterima. Dengan demikian, dapat disimpulkan bahwa penggunaan model OBAK berbantu video berpengaruh signifikan terhadap peningkatan keterampilan berpikir kritis peserta didik. Peningkatan indikator keterampilan berpikir kritis yang paling tinggi adalah indikator strategi dan taktik (0,86 kategori tinggi) sedangkan yang paling rendah adalah menyimpulkan (0,35 kategori sedang). Hasil tanggapan didapatkan hampir semua peserta didik memberikan tanggapan sangat baik (80,89%) bahwa penggunaan model OBAK berbantu video menunjukkan adanya tanggapan positif dan diterima baik oleh peserta didik.

Kata kunci: Keterampilan Berpikir Kritis, OBAK, Video

ABSTRACT

THE EFFECT OF VIDEO-ASSISTED OBAK LEARNING MODEL ON JUNIOR HIGH SCHOOL STUDENTS' CRITICAL THINKING SKILLS ON THE INTERACTION OF LIVING THINGS WITH THEIR ENVIRONMENT

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This study aims to determine the effect of using the video-assisted OBAK learning model on improving critical thinking skills of students at SMP Tiara Bhakti, Bandar Lampung City. The research design used was a quasi-experiment with a pretest-posttest non-equivalent control group design technique. The sample was taken using a purposive sampling technique with a sample size of 30 students in class VII A as the experimental class and 30 students in class VII B as the control class. Critical thinking skills data were measured using a pretest-posttest while student response data to the use of video-assisted OBAK were measured using a questionnaire. The results showed that critical thinking skills of students in the N-gain experimental class (0.68 in the medium category) were higher than those in the N-gain control class (0.53 medium category). The results of the independent sample t-test obtained a sig. (2-tailed) value of $0.00 < 0.05$, meaning that H_0 was rejected and H_1 was accepted. Thus, it can be concluded that the use of the video-assisted OBAK model has a significant effect on improving students' critical thinking skills. The highest increase in critical thinking skill indicators is the strategy and tactics indicator (0.86 high category) while the lowest is concluding (0.35 medium category). The results of the responses obtained almost all students gave very good responses (80.89%) that the use of the OBAK model assisted by video showed a positive response and was well received by students.

Keywords: Critical Thinking Skills, OBAK, Video