

ABSTRAK

EFEKTIVITAS MODEL *CONTEXTUAL TEACHING AND LEARNING* PADA MATERI LARUTAN ELEKTROLIT DAN NON ELEKTROLIT UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS

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Penelitian ini bertujuan untuk mendeskripsikan efektivitas *model contextual teaching and learning* pada materi larutan elektrolit dan non elektrolit untuk meningkatkan keterampilan berpikir kritis. Populasi dalam penelitian ini adalah seluruh peserta didik kelas XI SMA Negeri 15 Bandar Lampung Tahun Ajaran 2024/2025 yang berjumlah 279 peserta didik. Pengambilan sampel penelitian dilakukan dengan teknik *purposive sampling* dan diperoleh kelas XI F.1 sebagai kelas eksperimen dan kelas XI F.2 sebagai kelas kontrol. Penelitian ini merupakan *quasi experimental* dengan desain penelitian *nonequivalent pretest-posttest control group design*. Data penelitian ini dianalisis dengan uji perbedaan dua rata-rata menggunakan uji *Independent Sample T-Test*. Hasil uji menunjukkan bahwa terdapat perbedaan rata-rata *n-gain* keterampilan berpikir kritis yang lebih tinggi secara signifikan pada kelas eksperimen daripada kelas kontrol. Hasil penelitian juga menunjukkan bahwa rata-rata *n-gain* kelas eksperimen berkategori tinggi. Berdasarkan hasil tersebut dapat disimpulkan bahwa model *contextual teaching and learning* efektif dalam meningkatkan keterampilan berpikir kritis pada materi larutan elektrolit dan non elektrolit.

Kata kunci: *contextual teaching and learning*, keterampilan berpikir kritis, larutan elektrolit dan non elektrolit

ABSTRACT

THE EFFECTIVENESS OF CONTEXTUAL TEACHING AND LEARNING MODEL ON THE TOPIC OF ELECTROLYTE AND NONELECTROLYTE SOLUTIONS FOR IMPROVING CRITICAL THINKING SKILLS

By

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This study aims to describe the effectiveness of the Contextual Teaching and Learning model on the topic of electrolyte and nonelectrolyte solutions in improving critical thinking skills. The population in this study consisted of all Grade XI students at SMA Negeri 15 Bandar Lampung in the 2024/2025 academic year, totaling 279 students. The research sample was selected using purposive sampling, with class XI F.1 chosen as the experimental class and class XI F.2 as the control class. This study employed a quasi-experimental method with a nonequivalent pretest-posttest control group design. The research data were analyzed using an Independent Sample T-Test to compare the means of two groups. The results showed that there is a significantly higher average n-gain difference in critical thinking skills in the experimental class than in the control class. The results also showed that the average n-gain in the experimental class was categorized as high. Based on these results, it can be concluded that the Contextual Teaching and Learning model is effective in improving critical thinking skills on the topic of electrolyte and nonelectrolyte solutions.

Keywords: contextual teaching and learning, critical thinking skills, electrolyte and nonelectrolyte solutions