

ABSTRAK

STUDI PERBANDINGAN HASIL BELAJAR EKONOMI MENGGUNAKAN MODEL PEMBELAJARAN *PROBLEM BASED LEARNING* DAN *THINK PAIR AND SHARE* (TPS) DENGAN MEMPERHATIKAN KEMAMPUAN BERPIKIR KRITIS SISWA SMAN 2 NATAR

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Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar dan perbedaan kemampuan berpikir kritis siswa, serta kurangnya penerapan model pembelajaran dalam mata pelajaran ekonomi. Tujuan penelitian ini adalah untuk meneliti perbedaan hasil belajar ekonomi siswa yang menggunakan model pembelajaran *Problem Based Learning* dan *Think Pair Share* (TPS), serta perbedaan hasil belajar antara siswa dengan yang memiliki kemampuan berpikir kritis dan rendah. Selain itu, penelitian ini juga mengeksplorasi interaksi antara model pembelajaran dan kemampuan berpikir kritis terhadap hasil belajar ekonomi siswa. Metode yang digunakan adalah eksperimen dengan pendekatan komparatif dan desain faktorial 2x2, melibatkan 62 siswa melalui teknik Cluster Random Sampling. Pengumpulan data dilakukan melalui observasi, wawancara, dokumentasi, tes, dan eksperimen. Hipotesis diuji menggunakan Anava Dua Jalan dan t-Test Dua Sampel Independent. Hasil analisis menunjukkan terdapat perbedaan signifikan dalam hasil belajar ekonomi antara siswa yang menggunakan model pembelajaran *Problem Based Learning* dengan model pembelajaran *Think Pair Share* (TPS). Pada Penelitian ini, ditemukan perbedaan hasil belajar antara siswa dengan kemampuan berpikir kritis tinggi dan rendah, serta tidak ada interaksi antara model pembelajaran dan kemampuan berpikir kritis terhadap hasil belajar ekonomi. Rata-rata hasil belajar siswa dengan kemampuan berpikir kritis tinggi dan rendah lebih tinggi pada model pembelajaran PBL dibandingkan dengan model pembelajaran TPS.

Kata kunci : *kemampuan berpikir kritis, hasil belajar ekonomi, Problem Based Learning, Think Pair Share*

ABSTRAK

COMPARATIVE STUDY OF ECONOMIC LEARNING OUTCOMES USING PROBLEM-BASED LEARNING AND THINK-PAIR-SHARE (TPS) LEARNING MODELS, CONSIDERING STUDENTS' CRITICAL THINKING SKILLS AT SMAN 2 NATAR.

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This research is motivated by low learning outcomes and differences in students' critical thinking skills, as well as the lack of application of learning models in economics subjects. The aims of this research are to investigate the differences in economics learning outcomes of students using the Problem Based Learning and Think Pair Share (TPS) learning models, as well as the differences in learning outcomes between students with high and low critical thinking skills. In addition, this study also explores the interaction between learning models and critical thinking skills on students' economics learning outcomes. The method used was an experiment with a comparative approach and a 2x2 factorial design, involving 62 students through Cluster Random Sampling technique. Data collection was carried out through observation, interviews, documentation, tests, and experiments. Hypotheses were tested using Two-Way ANOVA and Independent Samples t-Test. The results of the analysis showed that there were significant differences in economics learning outcomes between students who used the Problem Based Learning model and the Think Pair Share (TPS) model. In this study, differences in learning outcomes were found between students with high and low critical thinking skills, and there was no interaction between learning models and critical thinking skills on economics learning outcomes. The average learning outcomes of students with high and low critical thinking skills were higher in the PBL learning model compared to the TPS model.

Keywords: *critical thinking skills, economics learning outcomes, Problem Based Learning, Think Pair Share*