

ABSTRAK

Penelitian ini bertujuan menganalisis perbedaan peningkatan kemampuan berpikir kritis dan *self-efficacy* matematis antara siswa yang memperoleh model Pembelajaran Interaktif *Setting* Kooperatif (PISK) dengan siswa yang memperoleh Pembelajaran Langsung (PL), baik secara keseluruhan maupun ditinjau berdasarkan Kemampuan Awal Matematis (KAM) rendah, sedang dan tinggi. Penelitian ini dilakukan di kelas VIII salah satu SMP Negeri di Kabupaten Bandung Barat. Metode penelitian ini adalah kuasi eksperimen dengan *Nonequivalent Pretest-Posttest Control Group Design*. Sampel dalam penelitian ini terdiri atas kelas eksperimen yang memperoleh PISK dan kelas kontrol yang memperoleh PL dengan jumlah siswa 66 orang, yang diperoleh melalui teknik *purposive sampling*. Instrumen yang digunakan dalam penelitian ini berupa tes kemampuan berpikir kritis dan angket skala *self-efficacy* matematis siswa. Data dianalisis secara kuantitatif, yang dilakukan dengan menguji perbedaan rata-rata *n-gain*. Hasil penelitian menunjukkan bahwa secara keseluruhan, peningkatan kemampuan berpikir kritis siswa kelas PISK lebih baik dibandingkan siswa kelas PL. Ditinjau berdasarkan KAM, peningkatan kemampuan berpikir kritis siswa kelas PISK dengan kelompok KAM yang bersesuaian (rendah, sedang dan tinggi) lebih baik dibandingkan siswa yang kelas PL. Secara keseluruhan, peningkatan skala *self-efficacy* matematis siswa kelas PISK lebih baik dibandingkan siswa kelas PL. Ditinjau berdasarkan KAM, hanya untuk kategori KAM sedang, peningkatan *self-efficacy* matematis siswa kelas PISK lebih baik dibandingkan siswa kelas PL.

Kata Kunci: Berpikir Kritis, Self-Efficacy, model PISK, Pembelajaran Langsung

ABSTRACT

This study was aimed to analyze the differences of the improvement of critical thinking skills and mathematical self-efficacy between students who received interactive cooperative setting learning model (PISK) and students who received direct learning (PL), either by overall or reviewed based on low, medium and high mathematical early ability (KAM). This research was conducted in VIII grade of one of SMP Negeri in West Bandung regency. The research method was quasi experiment with Nonequivalent Pretest-Posttest Control Group Design. The sample in this research was 66 students obtained by purposive sampling technique, that consist of experimental class that got PISK and control class that got PL. The instruments that used in this research were critical thinking ability test and students' mathematical self-efficacy scale. The data were analyzed quantitatively, by testing the difference of n-gain average. The results showed that by overall, the improvement of students' critical thinking ability in the PISK class was better than PL class. Based on KAM, the improvement of students' critical thinking ability in the PISK class according to the corresponding KAM group (low, medium and high) was better than the PL class students. By overall, the improvement of mathematical self-efficacy of PISK students was better than the PL students. Based on KAM, only for medium KAM category, the improvement of mathematical self-efficacy of PISK students was better than PL students.

Keywords: Critical Thinking, Self-Efficacy, PISK model, Direct Learning