

## ABSTRAK

AHMAD FIRDAUS: Pengembangan *Subject Specific Pedagogy* IPA Berbasis *Problem-Based Learning* untuk Meningkatkan Motivasi Belajar dan Keterampilan Berpikir Kritis Peserta Didik SMP. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta, 2014.

Penelitian ini bertujuan untuk (1) Menghasilkan SSP IPA berbasis PBL yang dikembangkan layak digunakan untuk pembelajaran di SMP kelas VII, (2) Mengetahui keefektifan SSP IPA berbasis PBL untuk meningkatkan motivasi belajar peserta didik kelas VII SMP, dan (3) Mengetahui keefektifan SSP IPA berbasis PBL untuk meningkatkan keterampilan berpikir kritis peserta didik kelas VII SMP.

Jenis penelitian ini adalah pengembangan (*research and development, R&D*) dengan menggunakan model pengembangan Borg & Gall yang meliputi 8 tahap yaitu (1) studi pendahuluan, (2) perencanaan, dilakukan analisis kurikulum, (3) pengembangan produk awal berupa draf SSP, (4) uji coba kelompok kecil, (5) revisi produk berdasarkan hasil uji coba kelompok kecil, (6) uji coba lapangan, (7) revisi produk berdasarkan hasil uji coba lapangan, dan (8) diseminasi hasil penelitian. Metode penelitian yang digunakan mengacu pada bentuk *pretest-posttest control group design*. Subjek uji coba adalah peserta didik kelas VII SMP Negeri 2 Kretek Bantul. Teknik pengumpulan data dilakukan dengan metode observasi, kuesioner, dan test. Instrumen pengumpulan data adalah lembar penilaian SSP, lembar respon peserta didik terhadap pembelajaran menggunakan SSP, lembar observasi keterlaksanaan pembelajaran, lembar angket motivasi belajar siswa, dan soal tes keterampilan berpikir kritis. Analisis data menggunakan uji Manova dengan taraf signifikansi ( $\alpha$ ) 0,05.

Hasil penelitian menunjukkan bahwa (1) SSP IPA berbasis PBL layak digunakan untuk meningkatkan motivasi belajar dan keterampilan berpikir kritis berdasarkan penilaian silabus, RPP, Bahan Ajar, LKPD dan Lembar Penilaian peserta didik, (2) SSP IPA yang dikembangkan dapat meningkatkan motivasi belajar peserta didik pada aspek tekun menghadapi tugas IPA; ulet menghadapi kesulitan; menunjukkan minat terhadap bermacam-macam masalah IPA; bekerja sendiri (mandiri); serta senang mencari dan memecahkan masalah IPA; dan (3) SSP yang dikembangkan dapat meningkatkan keterampilan berpikir kritis peserta didik yang meliputi aspek merumuskan masalah; mengungkapkan fakta dalam menyelesaikan masalah; memilih argumen yang logis; relevan dan akurat; mendeteksi bias berdasarkan sudut pandang yang berbeda; menentukan akibat dari suatu pernyataan yang diambil sebagai suatu keputusan.

**Kata Kunci:** SSP, PBL, Motivasi Belajar, dan Keterampilan Berpikir Kritis.

## ABSTRACT

AHMAD FIRDAUS: *Development Subject-Specific Pedagogy of Science Based on Problem-Based Learning to Improve Learning Motivation and Critical Thinking Skills of students SMP. Thesis. Yogyakarta: Graduate Program, State University of Yogyakarta, 2014.*

This study aims to: (1) Produce SSP IPA based-PBL developed a decent used for learning in junior high school of class VII, (2) find out the the effectiveness of Subject Specific Pedagogy of Science on Based Problem-Based Learning to increase students' learning motivation in SMP of class VII, and (3) find out the the effectiveness of Subject Specific Pedagogy of Science on Based Problem-Based Learning to increase students' critical thinking skill in SMP of class VII.

This type of research is the development (research and development, R & D) using the Borg & Gall development model which includes eight development stages: (1) preliminary study, (2) planing, curriculum analysis, (3) preliminary product development in the form of draft SSP, (4) limited trial, (5) revision of the product based on the results of a limited trial, (6) field trials, (7) revision of the product based on the results of field trials, and (8) dissemination of research results. The research method used refers to the form of *pretest-posttest control group design*. The trial subjects were students of class VII SMP Negeri 2 Kretek Bantul. The data were collected through observation method, questionnaires, and tests. The data collection instruments are SSP assessment sheet, student response sheet to learning using SSP, implementation observation sheet of learning, students' learning motivation questionnaire sheet, and critical thinking skills test questions. Analysis of data using Manova test with a significance level of 0.05.

The results showed that (1) SSP science based on PBL feasible to use to improve learning motivation and critical thinking skills, assessment in terms of the syllabus, lesson plans, instructional materials, worksheets and student assessment sheet, so that it is considered feasible to be used in science learning in SMP, (2) SSP Science that is developed can increase students' motivation on aspects persevering to the task of science, of ductile face of adversity, showing interest in a variety of science issues, working alone (independently), and happy to find and solve problems IPA, (3) SSP Science that is developed can increase students' critical thinking skill which includes aspects of formulating the problem; disclosing the facts in resolving a problem; choosing a logical argument; relevant and accurate; detecting bias based on a different viewpoint; and determining the result of a statement taken as a decision.

**Keywords:** *SSP, PBL, Learning Motivation, and Critical Thinking Skills.*