PEMETAAN KONSEP dan*THINKING ALOUD PAIR PROBLEM SOLVING* (TAPPS) HIDROLISIS GARAM UNTUK MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS PESERTA DIDIK SMA

TESIS

Diajukan untuk memenuhi sebagian syarat untuk memperoleh
gelar Magister Pendidikan Kimia

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ABSTRAK

Penelitian ini bertujuan untuk mengembangkan keterampilan berpikir kritis siswa pada materi hidrolisis garam melalui penerapan pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS) dan Pemetaan Konsep. Metode penelitian ini adalah *quasi experiment*, dengan desain *pretest-posttest nonequivalent control group*. Subjek penelitian adalah 52 siswa dari salah satu SMA di kota Tasikmalaya Jawa Barat, terdiri atas 28 siswa di kelas eksperimen I yang menggunakan model pembelajaran TAPPS dan 24 siswa di kelas eksperimen II yang menggunakan model pembelajaran pemetaan konsep. Instrumen penelitian ini terdiri atas soal tes uraian, serta lembar observasi. Hasil penelitian menunjukkan bahwa keterlaksanaan keseluruhan tahapan model pembelajaran TAPPS dan model pemetaan konsep dikategorikan baik. Model pembelajaran TAPPS dan pemetaan konsep mampu meningkatkan penguasaan materi peserta didik pada kelas TAPPS yaitu <g> 0,71 sedangkan pada kelas pemetaan konsep <g> 0,38. Subkonsep yang sangat dikuasai peserta didik ialah hidrolisis anion (<g> 0,88) pada kelas TAPPS, sedangkan subkonsep yang kurang dikuasai peserta didik ialah hidrolisis total (<g>0,08) pada kelas pemetaan konsep. Penerapan model pembelajaran TAPPS dan model pembelajaran pemetaan konsep meningkatkan KBK peserta didik (<g>0,62) pada kedua kelas eksperimen, namun dengan peningkatan indikator yang berbeda, yaitu bertanya dan menjawab (<g> 0,97), menganalisis argumen 0,87 (<g> 0,97), pada kelas TAPPS sedangkan pada kelasa pemetaan konsep indikator menganalisis argument (<g>0,54). Terdapat hubungan yang kuat antara penguasaan materi dan KBK siswa setelah pembelajaran TAPPS dan pemetaan konsep (r=0,703).

Kata Kunci : keterampilan berpikir kritis, TAAPS, pemetaan konsep, hidrolisis garam.

ABSTRACT

This study aims to develop students'critical thinking skills on salt hydrolysis material through the application of Thinking Aloud Pair Problem Solving (TAPPS) learning and Concept Mapping. This research method is a quasi experiment, with a pretest-posttest nonequivalent control group design. The research subjects were 52 students from one of the high schools in the city of Tasikmalaya, West Java, consisting of 28 students in the experimental class I who used the TAPPS learning model and 24 students in the experimental class II who used the concept mapping learning model. The instrument of this study consisted of a test item description, as well as an observation sheet. The results showed that the overall implementation of the stages of the TAPPS learning model and the concept mapping model were categorized as good. The TAPPS learning model and concept mapping are able to increase students' mastery of the material in the TAPPS class that is <g> 0,71 while in the concept mapping class <g> 0,38. The sub concept that is highly controlled by students is hydrolysis of anions (<g> 0,88) in the TAPPS class, while the subconcept that is less controlled by students is total hydrolysis (<g> 0,08) in the concept mapping class. The application of the TAPPS learning model and the concept mapping learning model increased the critical thinking skills of students (<g>0,62) in the two experimental classes, but with an increase in different indicators, namely asking questions and answering (<g>0,97), analyzing the arguments (<g>0,8)in the TAPPS class while in class mapping concept indicators analyze the argument (<g> 0,54). There is a strong relationship between mastery of the material and CBC students after TAPPS learning and concept mapping (r = 0,703).

Keywords: critical thinking skills, TAPPS, mapping concept, salt hidrolysis matter.

DAFTAR ISI

BAB III METODE PENELITIAN

BAB IV TEMUAN DAN PEMBAHASAN

BAB V SIMPULAN, IMPLIKASI DAN REKOMENDASI

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