

ABSTRAK

CINDY EVITA. Pengaruh Model Pembelajaran Aktif tipe Guided Note Taking (GNT) terhadap Kemampuan Berpikir Kritis Peserta Didik SMA. Skripsi, Program Studi Pendidikan Fisika, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Jakarta. Juli 2019.

Abstrak. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran aktif tipe Guided Note Taking (GNT) terhadap kemampuan berpikir kritis siswa pada materi Usaha dan Energi. Penelitian ini dilakukan di SMAN 77 Jakarta pada bulan Maret 2019. Penelitian ini menggunakan metode jenis *quasi experiment* dengan desain *nonrandomized pretest-posttest design*. Sampel penelitian diambil menggunakan *purposive sampling*, sehingga didapatkan kelas eksperimen dan kelas kontrol. Sebelum perlakuan, kedua kelas diberikan *pretest* untuk mengetahui tingkat kemampuan sama. Didapatkan rata-rata nilai kelas eksperimen=43,25 dan kelas kontrol=42,75. Instrumen penelitian ini adalah soal *posttest* berbentuk esai sebanyak 10 soal. Pengujian persyaratan dengan uji normalitas menggunakan rumus chi-kuadrat, karena $X^2_{hitung} \leq X^2_{tabel}$ ($4,58 \leq 11,070$) pada kelas eksperimen dan $X^2_{hitung} \leq X^2_{tabel}$ ($4,72 \leq 11,070$) pada kelas kontrol, diperoleh kesimpulan data terdistribusi normal. Uji homogenitas diperoleh $F_{hitung} \leq F_{tabel}$ ($1,427 \leq 1,757$), maka data homogen. Uji hipotesis menggunakan Uji-t dengan taraf signifikansi $\alpha=0,05$ dan $dk=n_1+n_2-2$ didapatkan $t_{hitung} > t_{tabel}$ ($4,278 > 1,667$), maka H_0 ditolak dan H_a diterima. Dapat disimpulkan bahwa kemampuan berpikir kritis siswa yang belajar dengan model *Guided Note Taking* (GNT) lebih tinggi daripada model *direct instruction* dan model *Guided Note Taking* (GNT) memiliki pengaruh terhadap kemampuan berpikir kritis siswa.

Kata kunci. *model pembelajaran aktif, Guided Note Taking, kemampuan berpikir kritis*

ABSTRACT

CINDY EVITA. The Effects of Active Learning Model Guided Note Taking (GNT) on Student's Critical Thinking Ability in High School. Mini Thesis, Physics Education, Faculty of Mathematics and Natural Sciences, Universitas Negeri Jakarta. Juli 2019.

Abstract. This study aim to know the effect of active learning model Guided Note Taking (GNT) on student's critical thinking ability for work and energy subject in senior high school. This study held in 77 Senior High School on March 2019. This research used a quasi experimental method with a nonrandomized pretest-posttest design. The sample used purposive sampling, so the experimental class and control class were obtained. Before the research started, given a pretest to know both of class has the same condition. The pretest average value of experimental class=43,25 and the control class=42,75. This research instrument was posttest essay's type has 10 questions. Prerequisite test used normality test by Chi-quadrat formula, because $X^2_{hitung} \leq X^2_{table}$ ($4,58 \leq 11,070$) on experimental class, and $X^2_{hitung} \leq X^2_{table}$ ($4,72 \leq 11,070$) on control class, so data was normally distributed. Homogeneity test got that $F_{hitung} \leq F_{table}$ ($1,427 \leq 1,757$), so data was homogeny. Based on hypothesis test by t-test with $\alpha=0,05$ and $dk=n_1+n_2-2$, got that $t_{hitung} > t_{table}$ ($4,278 > 1,667$). So, H_0 is rejected and H_a is accepted. Then, the conclusion is student's critical thinking ability who learn with Guided Note Taking model higher than direct instruction model and also Guided Note Taking has an effect on student's critical thinking ability.

Keywords. *Active Learning Model, Guided Note Taking, Critical Thinking Ability*