ABSTRAK

Fahrizal, Syamir. 2018. *Pengaruh Model Pembelajaran SQ4R (Survey, Question, Read, Reflect, Recite, Review) Terhadap Pemahaman Konsep Dan Berpikir Kritis Siswa Kelas X SMA Muhammadiyah 2 Gentengm- Banyuwangi 2017/2018*. Skripsi, Program Studi Pendidikan Matematika, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Muhammadiyah Jember. Pembimbing: (1) Dra. Tri Endang Jatmikowati, M.Si, (2) Dhanar Dwi Hari Jatmiko, M.Pd.

Kata Kunci: SQ4R, pemahaman konsep, berpikir kritis, aturan sinus, kosinus dan luas segitiga

Latar belakang penelitian ini diantaranya adalah dikarenakan siswa kurangnya paham terhadap konsep dan kurangnya berpikir kritis saat pembelajaran, serta model pembelajaran yang kurang digunakan di SMA Muhammadiyah 2 Genteng-Banyuwangi.

Masalah dalam penelitian ini adalah apakah ada pengaruh model pembelajaran SQ4R *(Survey, Question, Read, Reflect, Recite, Review)* terhadap pemahaman konsep dan berpikir kritis siswa ? Terdapat tujuan penelitian yang dirangkum dalam penelitian adalah untuk mengetahui pengaruh model pembelajaran SQ4R *(Survey, Question, Read, Reflect, Recite, Review)* terhadap pemahaman konsep dan berpikir kritis siswa.

Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian kuantitatif. Pelaksanaan penelitian yaitu pada 25 April 2018 hingga 03 Mei 2018 di kelas X SMA Muhammadiyah 2 Genteng Banyuwangi. Peneliti menggunakan empat metode pengumpulan data diantaranya, yaitu observasi, wawancara, tes, dan dokumentasi. Instrumen penelitian yang digunakan adalah lembar observasi, lembar wawancara, dan soal tes.

Berdasarkan pada hasil perhitungan uji kesamaan di atas data *post-test* pemahaman konsep diperoleh t_{hitung}= 2,841 dengan t_{tabel}= 1,66 dikarenakan $t_{hitung} \geq t_{tabel}$, maka kelas kontrol dan kelas eksperimen memiliki perbedaan. Sedangkan data *post-test* berpikir kritis diperoleh t_{hitung}= 1,845 dengan t_{tabel}= 1,66 dikarenakan $t_{hitung} \geq t_{tabel}$, maka kelas kontrol dan kelas eksperimen memiliki perbedaan.

Jadi dapat disimpulkan bahwa rata-rata skor kelas eksperimen lebih tinggi dari kelas kontrol, dilihat dari hasil penilaian pemahanan konsep dan berpikir kritis siswa.

ABSTRACT

Fahrizal, Syamir. 2018. The effect of using *SQ4R (Survey, Question, Read, Reflect, Recite, Review)* learning models on students' concept understanding and critical thinking of grade X *SMA Muhammadiyah 2 Genteng- Banyuwangi* in the 2017/2018 academic year. Thesis, Math Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisors: (1) Dra. Tri Endang Jatmikowati, M.Si, (2) Dhanar Dwi Hari Jatmiko, M.Pd.

Key words : SQ4R, Concepts understadnting, Critical Thinking, rules of sine, cosine and area of triangle

The background of this research was caused by less of sudents' in understanding the concepts and less of critical thinking in learning, and then as well as the lack of learning models was less used in SMA Muhammadiyah 2 Genteng-Banyuwangi.

The problem of this research was "is there any effect of using *SQ4R (Survey, Question, Read, Reflect, Recite, Review)* learning model in students' concepts understanding and critical thinking? There was an objective of this research was to know an effect SQ4R *(Survey, Question, Read, Reflect, Recite, Review)* learning model on students' concepts understanding and critical thinking.

Kind of research used in this research was Quantitative Research, was conducted on 25th April-3th May 2018 of Tenth grade students of SMA Muhammadiyah 2 Genteng-Banyuwangi. The researcher used four methods of collecting data, they are: observation, interview, test, and documentation. Instrument of the research were, observations' checklist, interview sheet, and test item.

Based on the result counting of homogenity above, data Posttest of concepts understanding found $t_{count} = 2.841$ with $t_{table=} 1.66$ caused by $t_{count} \geq t_{table}$, so control class and experiment class had diffrence. While data Posttest of critical thinking found $t_{count} = 1.845$ with $t_{table=} 1.66$ caused by $t_{count} \geq t_{table}$, so control class and experiment class had a difference.

So, it could be concluded that te mean score of experiment class was higher than control class, seen from the result of students' scoring in concepts understanding and critical thinking.