PENGARUH MODEL PEMBELAJARAN *MAKE A MATCH* BERBANTUAN MASALAH KONTEKSTUAL TERHADAP KEMAMPUAN BERPIKIR KRITIS MATEMATIKA SISWA KELAS VII DI SMP NEGERI 1 BLAHBATUH

Oleh

Komang Windari Yulia Pratiwi, NIM 2013011082

Jurusan Matematika

ABSTRAK

Kemampuan berpikir kritis sangat penting dalam konteks matematika. Selama ini kemampuan berpikir kritis siswa masih tergolong rendah sebab kegiatan belajar yang dirancang belum secara efektif diarahkan untuk mencapai hal tersebut. Hal tersebut dapat diakibatkan oleh model pembelajaran yang kurang relevan guna mencapai kemampuan berpikir kritis yang efektif. Penelitian ini bertujuan menguji pengaruh penerapan model pembelajaran *Make a Match* berbantuan kartu masalah kontekstual terhadap kemampuan berpikir kritis matematika siswa. Penelitian ini termasuk eksperimen semu dengan desain *post-test only control group design*. Populasinya yakni siswa kelas VII SMP Negeri 1 Blahbatuh Tahun Ajaran 2024/2025 dan sampel diambil menggunakan teknik *cluster random sampling*. Populasi penelitian ini sebanyak 520 siswa yang terdistribusi dalam 11 kelas. Berlandaskan pada hasil pengundian diperoleh kelas VII B menjadi kelas eksperimen yang menjalani pembelajaran mempergunakan model *Make a Match* berbantuan kartu masalah kontekstual dan kelas VII A menjadi kelas kontrol yang menjalani pembelajaran konvensional. Data kemampuan berpikir kritis matematika siswa diperoleh dari hasil *post-test* berupa soal uraian dengan koefisien reliabilitas sebesar 0,687. Sebelum dilakukan uji hipotesis mempergunakan uji t telah dilakukan uji normalitas dan homogenitas dan diketahui bahwa data memiliki distribusi yang normal dan homogen. Berlandaskan hasil uji t diperoleh sig. senilai 0,00 (0,00 < 0,05) yang artinya menolak H_0 dan menerima H_1. Nilai tersebut bermakna bahwa kemampuan berpikir kritis matematika siswa yang menjalani pembelajaran dengan model pembelajaran *Make a Match* berbantuan kartu masalah kontekstual lebih baik daripada kemampuan berpikir kritis matematika siswa yang menjalani pembelajaran konvensional dengan rerata nilai pada kelas eksperimen sebesar 74,79 dan pada kelas kontrol sebesar 55,21.

Kata Kunci: Model *Make a Match*, Kartu Masalah Kontekstual, Kemampuan Berpikir Kritis

THE INFLUENCE OF MAKE A MATCH LEARNING MODEL ASSISTED WITH CONTEXTUAL PROBLEMS ON THE CRITICAL THINKING ABILITY OF MATHEMATICS STUDENTS IN GRADE VII AT SMP NEGERI 1 BLAHBATUH

By

Komang Windari Yulia Pratiwi, NIM 2013011082
Jurusan Matematika

ABSTRACT

Critical thinking skills are very important in the context of mathematics. So far, students' critical thinking skills are still relatively low because the learning activities designed have not been effectively directed to achieve this. This can be caused by learning models that are less relevant to achieve effective critical thinking skills. This study aims to examine the effect of applying the Make a Match learning model assisted by contextual problem cards on students' critical thinking skills in mathematics. This research included a pseudo-experiment with a post-test only control group design. The population was VII grade students of SMP Negeri 1 Blahbatuh in the academic year 2024/2025 and the sample was taken using cluster random sampling technique. The population of this study was 520 students distributed in 11 classes. Based on the results of the draw, class VII B became the experimental class which underwent learning using the Make a Match model assisted by contextual problem cards and class VII A became the control class which underwent conventional learning. Data on students' mathematical critical thinking skills were obtained from the post-test results in the form of description questions with a reliability coefficient of 0.687. Before hypothesis testing using the t test, normality and homogeneity tests were carried out and it was found that the data had a normal and homogeneous distribution. Based on the results of the t test obtained sig. worth 0.00 (0.00 <0.05) which means rejecting H0 and accepting H1. This value means that the critical thinking ability of mathematics of students who undergo learning with the Make a Match learning model assisted by contextual problem cards is better than the critical thinking ability of mathematics of students who undergo conventional learning with an average score in the experimental class of 74.79 and in the control class of 55.21.