

**PENGARUH MODEL PEMBELAJARAN *SCIENCE, ENVIRONMENTAL, TECHNOLOGY, AND SOCIETY* TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN PENYELESAIAN MASALAH SOSIAL SISWA SMP DI KABUPATEN TANGERANG BANTEN**

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**ABSTRAK**

Penelitian ini bertujuan: (1) Menganalisis penerapan model pembelajaran SETS dalam meningkatkan kemampuan berpikir kritis dan penyelesaian masalah sosial siswa pada SMP di kabupaten Tangerang, Banten, (2) Menganalisis pengaruh penerapan model pembelajaran SETS terhadap kemampuan berpikir kritis siswa pada SMP di kabupaten Tangerang-Banten, (3) Menganalisis pengaruh penerapan model pembelajaran SETS terhadap kemampuan penyelesaian masalah sosial siswa pada SMP di kabupaten Tangerang Banten, dan (4) Menganalisis pengaruh simultan penerapan model pembelajaran SETS terhadap kemampuan berpikir kritis dan penyelesaian masalah sosial siswa pada SMP di kabupaten Tangerang Banten. Penelitian ini didesain sebagai *quasi-experimental research* dengan *nonequivalent control group design*. Penelitian ini berlokasi di kabupaten Banten dengan melibatkan tiga SMP, yaitu SMPN 1, SMPN 4, dan SMPN 5 Curug yang ditentukan menggunakan multistage sampling. Pengumpulan data menggunakan metode observasi untuk penerapan model pembelajaran SETS dan metode tes (essai) untuk data kemampuan berpikir kritis dan penyelesaian masalah sosial. Analisis data dilakukan dengan teknik analisis deskriptif, analisis inferensial (ANOVA dan MANOVA). Hasil penelitian menunjukkan bahwa: (1) model pembelajaran SETS dalam meningkatkan kemampuan berpikir kritis dan penyelesaian masalah sosial siswa pada SMP di kabupaten Tangerang Banten dapat diterapkan dengan kriteria sangat tinggi (87,50), (2) Penerapan model pembelajaran SETS berpengaruh secara signifikan terhadap kemampuan berpikir kritis siswa pada SMP di kabupaten Tangerang-Banten ( $F_{hitung} 191,886 > F_{tabel} 3,93$ ), (3) Penerapan model pembelajaran SETS berpengaruh secara signifikan terhadap kemampuan Penyelesaian masalah sosial siswa pada SMP di kabupaten Tangerang Banten, dengan  $F_{hitung}$  sebesar 40,700 dan  $F_{tabel}$  sebesar 3,93 ( $F_{hitung} > F_{tabel}$ ), dan (4) Penerapan model pembelajaran SETS berpengaruh secara signifikan terhadap kemampuan berpikir kritis dan penyelesaian masalah sosial siswa pada SMP di kabupaten Tangerang Banten ( $F_{hitung} 104,931 > F_{tabel} 3,08$ ). Jadi dapat disimpulkan bahwa, penerapan model pembelajaran SETS terbukti mampu meningkatkan dan berpengaruh secara signifikan terhadap kemampuan berpikir kritis dan penyelesaian masalah sosial siswa dengan kategori sangat tinggi. Oleh karena itu, model pembelajaran SETS dapat dijadikan alternatif yang efektif dalam meningkatkan kemampuan tersebut pada siswa di tingkat SMP.

Kata-kata kunci: Berpikir Kritis, Model Pembelajaran SETS, Penyelesaian masalah Sosial

**THE EFFECT OF SCIENCE, ENVIRONMENT, TECHNOLOGY, AND SOCIETY  
LEARNING MODEL ON CRITICAL THINKING AND SOCIAL PROBLEM  
SOLVING SKILLS OF JUNIOR HIGH SCHOOL STUDENTS IN TANGERANG  
BANTEN DISTRICT**

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***ABSTRACT***

This study aims to: (1) Analyse the application of SETS learning model in improving students' critical thinking and social problem solving skills at junior high schools in Tangerang district, Banten, (2) Analyse the effect of the application of SETS learning model on students' critical thinking skills at junior high schools in Tangerang-Banten district, (3) Analyse the effect of the application of SETS learning model on students' social problem solving skills at junior high schools in Tangerang Banten district, and (4) Analysing the simultaneous effect of the application of SETS learning model on critical thinking and social problem solving skills of junior high school students in Tangerang Banten district. This research was designed as quasi-experimental research with nonequivalent control group design. The study was located in Banten district involving three junior high schools, namely SMPN 1, SMPN 4, and SMPN 5 Curug which were determined using multistage sampling. Data collection used observation method for the application of SETS learning model and test method (essay) for critical thinking ability and social problem solving data. Data analysis was conducted using descriptive analysis techniques, inferential analysis (ANOVA and MANOVA). The results showed that: (1) SETS learning model in improving students' critical thinking and social problem solving skills at junior high schools in Tangerang Banten district can be applied with very high criteria (87.50), (2) The application of SETS learning model has a significant effect on students' critical thinking skills at junior high schools in Tangerang Banten district ( $F_{\text{count}} 191.886 > F_{\text{table}} 3.93$ ), (3) The application of SETS learning model has a significant effect on students' social problem solving ability at junior high schools in Tangerang Banten district, with  $F_{\text{count}}$  of 40.700 and  $F_{\text{table}}$  of 3.93 ( $F_{\text{count}} > F_{\text{table}}$ ), and (4) The application of SETS learning model has a significant effect on students' critical thinking and social problem solving ability at junior high schools in Tangerang Banten district ( $F_{\text{count}} 104.931 > F_{\text{table}} 3.08$ ). So it can be concluded that, the application of the SETS learning model is proven to be able to improve and significantly affect the critical thinking and social problem solving skills of students with a very high category. Therefore, the SETS learning model can be used as an effective alternative in improving these abilities in students at the junior high school level.

**Key words:** Critical Thinking, SETS Learning Model, Social Problem Solving