

ABSTRAK

Martinus Darto Rangu (2025). Pengembangan Model Pembelajaran Matematika Berbasis Masalah Kontekstual Untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Pada Materi Sistem Persamaan Linear Dua Variabel. Tesis, Pendidikan Matematika Program Pascasarjana, Universitas Pendidikan Ganesha

Tesis ini telah disetujui dan diperiksa oleh pembimbing I: Dr. I Wayan Puja Astawa, S.Pd., M.Stat.Sci dan pembimbing II: Prof. Dr. I Gusti Putu Suharta, M.Si

Kata-kata kunci: Pembelajaran Matematika, Berpikir Kritis, Pembelajaran berbasis masalah, Soal SPLDV

Penelitian ini bertujuan untuk mengembangkan model pembelajaran matematika berbasis masalah kontekstual yang valid, praktis dan efektif untuk meningkatkan kemampuan berpikir kritis siswa. Jenis penelitian ini merupakan penelitian pengembangan plomp yang terdiri atas tiga tahapan yaitu preliminary research, prototyping stage dan assessment stage. Penelitian dilakukan di SMP Widya Sakti Denpasar. Data penelitian ini diperoleh melalui observasi, wawancara, angket, dan tes kemampuan berpikir kritis. Hasil penelitian ini menunjukkan bahwa: 1). Model pembelajaran yang dikembangkan telah memenuhi kriteria valid dengan skor rata-rata 10.32. berdasarkan penilaian ahli 2). tingkat kepraktisan model pembelajaran angket respon guru rata-rata skor 46,25% dengan kriteria praktis dan angket respon siswa rata-rata skor 6,0%, dengan kriteria praktis dan uji coba lapangan angket respon guru dengan skor rata-rata 50,25 dengan kriteria sangat praktis dan angket respon siswa dengan skor rata-rata 8,33% dengan kriteria sangat praktis, 3). Tingkat efektifitas kemampuan berpikir kritis siswa dari hasil *pre-tes* skor rata-rata 50,20% dengan kriteria efektif, dan hasil *post-test* skor rata-rata 82,50% dengan kriteria sangat efektif, Berdasarkan temuan tersebut maka dapat disimpulkan bahwa pengembangan model pembelajaran matematika berbasis masalah kontekstual telah memenuhi kriteria valid, praktis dan efektif untuk dapat meningkatkan kemampuan berpikir kritis siswa.

ABSTRACT

Martinus Darto Rangu (2025). *Development of a contextual problem-based mathematics learning model to improve students' critical thinking skills on the material of two-variable linear equation systems. Thesis, Mathematics Education Postgraduate Program, Ganesha University of Education*

This thesis has been approved and examined by supervisor I: Dr. I Wayan Puja Astawa, S.Pd., M.Stat.Sci and supervisor II: Prof. Dr. I Gusti Putu Suharta, M.Si

Keywords: Mathematics Learning, Critical Thinking, Problem-based Learning, SPLDV Questions

This research aims to develop a valid, practical and effective contextual problem-based mathematics learning model to improve students' critical thinking skills. This type of research is a research on the development of a plomp which consists of three stages, namely preliminary research, prototyping stage and assessment stage. The research was conducted at Widya Sakti Junior High School in Denpasar. The data of this study was obtained through observation, interviews, questionnaires, and critical thinking ability tests, The results of this study show that: 1). The developed learning model has met the valid criteria with an average score of 10.32. based on expert assessment 2). The level of practicality of the learning model of the teacher response questionnaire with an average score of 46.25% with practical criteria and the average student response questionnaire score of 6.0%, with practical criteria and field trials of teacher response questionnaires with an average score of 50.25 with very practical criteria and student response questionnaires with an average score of 8.33% with very practical criteria, 3). The level of effectiveness of students' critical thinking skills from the results of the pre-test score is an average score of 50.20% with effective criteria, and the results of the post-test score is an average score of 82.50% with very effective criteria, Based on these findings, it can be concluded that the development of a mathematics learning model based on contextual problems has met the valid, practical and effective criteria to be able to improve students' critical thinking skills.