

**PENGARUH MODEL PEMBELAJARAN *MEANS-ENDS ANALYSIS*
(MEA) BERBANTUAN LIVEWORKSHEETS TERHADAP KEMAMPUAN
BERPIKIR KRITIS MATEMATIS SISWA KELAS VII SMP NEGERI 4
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran *Means-Ends Analysis* (MEA) berbantuan Liveworksheets terhadap kemampuan berpikir kritis matematis siswa kelas VII SMP Negeri 4 Singaraja. Jenis penelitian ini adalah penelitian eksperimen semu dengan desain *post-test only control group design*. Populasi penelitian ini adalah siswa kelas VII SMP Negeri 4 Singaraja Tahun Ajaran 2024/2025 sebanyak 11 kelas kemudian akan diambil 2 kelas dengan sampel diambil dengan menggunakan teknik *cluster random sampling*. Dari hasil pengundian diperoleh kelas VII Taruna Jaya sebagai kelas eksperimen yang dibelajarkan menggunakan model pembelajaran *Means-Ends Analysis* (MEA) berbantuan Liveworksheets dan kelas VII Cempaka sebagai kelas kontrol yang dibelajarkan menggunakan model pembelajaran konvensional berbantuan lembar kerja. Data kemampuan berpikir kritis matematis siswa diperoleh dari hasil *post-test* berupa soal uraian dengan koefisien reliabilitas sebesar 0,805. Uji Hipotesis menggunakan uji-t dan diperoleh nilai t_{hitung} sebesar 3,399 dengan taraf 5% dan t_{tabel} sebesar 1,667, maka $t_{hitung} > t_{tabel}$ yang artinya H_0 ditolak dan H_1 diterima. Hal ini mengindikasikan bahwa terdapat pengaruh model pembelajaran *Means-Ends Analysis* (MEA) berbantuan Liveworksheets terhadap kemampuan berpikir kritis matematis siswa sehingga kemampuan berpikir kritis matematis siswa yang dibelajarkan dengan model pembelajaran *Means-Ends Analysis* (MEA) berbantuan Liveworksheets lebih tinggi dibandingkan kemampuan berpikir kritis matematis siswa yang dibelajarkan dengan model pembelajaran konvensional berbantuan lembar kerja.

Kata Kunci: Model Pembelajaran *Means-Ends Analysis* (MEA), Liveworksheets, Kemampuan Berpikir Kritis Matematis

**THE EFFECT OF THE MEANS-ENDS ANALYSIS (MEA) LEARNING
MODEL ASSISTED BY LIVEWORKSHEETS ON THE
MATHEMATICAL CRITICAL THINKING SKILLS OF VII GRADE
STUDENT OF SMP NEGERI 4 SINGARAJA**

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ABSTRACT

This study aims to determine the effect of applying the Means-Ends Analysis (MEA) learning model assisted by Liveworksheets on the mathematical critical thinking skills of seventh-grade students at SMP Negeri 4 Singaraja. This study is a quasi-experimental study with a post-test only control group design. The population of this study consists of 11 seventh-grade classes at SMP Negeri 4 Singaraja for the 2024/2025 academic year, from which two classes will be selected using cluster random sampling. From the results of the drawing, class VII Taruna Jaya was selected as the experimental class, which was taught using the Means-Ends Analysis (MEA) learning model assisted by Liveworksheets, and class VII Cempaka was selected as the control class, which was taught using the conventional learning model assisted by worksheets. Data on students' mathematical critical thinking skills were obtained from post-test results in the form of essay questions with a reliability coefficient of 0.805. Hypothesis testing was conducted using the t-test, yielding a calculated t-value of 3.399 at a 5% significance level and a table t-value of 1.667. Since the calculated t-value is greater than the table t-value, H_0 is rejected and H_1 is accepted. This indicates that there is an effect of the Means-Ends Analysis (MEA) learning model assisted by Liveworksheets on students' mathematical critical thinking skills, such that students taught using the Means-Ends Analysis (MEA) learning model assisted by Liveworksheets exhibit higher mathematical critical thinking skills compared to students taught using the conventional learning model assisted by worksheets.

Key Words: Means-Ends Analysis (MEA) Learning Model, Liveworksheets, Mathematical Critical Thinking Skills.