

**PENGEMBANGAN MODEL *OUTCOME-BASED HYPOTHESIS LEARNING* (OBHL) DALAM MEMBACA KRITIS BERORIENTASI
GENRE TEKS UNTUK MENINGKATKAN KETERAMPILAN
BERPIKIR KRITIS**

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ABSTRAK

Keterampilan berpikir kritis merupakan kompetensi utama dalam pendidikan tinggi, khususnya dalam pembelajaran membaca kritis. Namun, praktik pembelajaran membaca kritis masih berorientasi pada pemahaman isi dan diskusi permukaan, serta belum memfasilitasi proses berpikir ilmiah melalui perumusan dan pengujian hipotesis. Kondisi ini menunjukkan kesenjangan antara tuntutan kurikulum berbasis *Outcome-Based Education* (OBE) dengan realitas pembelajaran pada MKWK Bahasa Indonesia yang masih bersifat reproduktif. Kesenjangan tersebut menegaskan urgensi pengembangan model *Outcome-Based Hypothesis Learning* (OBHL) yang mampu mengonstruksi proses berpikir kritis secara sistematis dan terukur. Penelitian ini bertujuan mengembangkan dan menguji model. Penelitian menggunakan pendekatan *research and development* melalui tahapan analisis kebutuhan, perancangan model, validasi ahli, uji kepraktisan, dan uji efektivitas. Model OBHL dikembangkan melalui enam tahap: penetapan hasil belajar, eksplorasi masalah, perumusan hipotesis, analisis bukti tekstual, verifikasi hipotesis, dan refleksi hasil belajar. Hasil penelitian menunjukkan bahwa model OBHL memiliki validitas sangat tinggi, baik dari aspek konstruk (0.91) maupun isi (0.90), yang menegaskan legitimasi konseptualnya. Uji kepraktisan menunjukkan respons sangat positif dari dosen (3.67) dan mahasiswa (3.50), yang mengindikasikan bahwa model ini implementatif dan adaptif. Uji efektivitas menunjukkan peningkatan signifikan keterampilan membaca kritis mahasiswa pada teks eksposisi, opini, dan editorial, dengan *effect size* kategori besar serta capaian lebih unggul dibandingkan model *Group Investigation* (GI). Kebaruan penelitian ini terletak pada konstruksi model OBHL sebagai paradigma pedagogis baru, bukan sekadar integrasi pendekatan, yang mensintesis dua konsep pembelajaran. Model ini secara sistematis merekonstruksi aktivitas membaca sebagai proses investigatif berbasis pembuktian, sekaligus mengembangkan disposisi epistemik mahasiswa sebagai pembaca kritis yang mampu merumuskan, menguji, dan merefleksikan pengetahuan secara argumentatif.

Kata Kunci: Model *Outcome-Based Hypothesis Learning*, Membaca Kritis, Genre Teks, Keterampilan Berpikir Kritis

DEVELOPMENT OF THE OUTCOME-BASED HYPOTHESIS LEARNING (OBHL) MODEL IN GENRE-BASED CRITICAL READING TO ENHANCE CRITICAL THINKING SKILLS

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ABSTRACT

Critical thinking skills constitute a core competency in higher education, particularly in the context of critical reading instruction. However, current practices in teaching critical reading remain largely oriented toward surface-level comprehension and discussion, and have not adequately facilitated scientific thinking processes through hypothesis formulation and testing. This condition reflects a gap between the demands of an Outcome-Based Education (OBE) curriculum and the reality of instruction in the Indonesian Language General Course (MKWK), which tends to remain reproductive in nature. This gap underscores the urgency of developing the Outcome-Based Hypothesis Learning (OBHL) model, which is capable of systematically and measurably constructing critical thinking processes. This study aims to develop and evaluate the model using a research and development approach, encompassing stages of needs analysis, model design, expert validation, practicality testing, and effectiveness testing. The OBHL model is structured into six stages: determination of learning outcomes, problem exploration, hypothesis formulation, textual evidence analysis, hypothesis verification, and reflection on learning outcomes. The findings indicate that the OBHL model demonstrates very high validity, both in terms of construct validity (0.91) and content validity (0.90), thereby affirming its conceptual legitimacy. The practicality test reveals highly positive responses from lecturers (3.67) and students (3.50), suggesting that the model is both implementable and adaptable. Furthermore, the effectiveness test shows a significant improvement in students' critical reading skills across expository, opinion, and editorial texts, with a large effect size and superior performance compared to the Group Investigation (GI) model. The novelty of this research lies in the construction of the OBHL model as a new pedagogical paradigm, rather than merely an integration of approaches, synthesizing two learning concepts. This model systematically reconstructs reading activities as an investigative process grounded in evidence-based reasoning, while simultaneously fostering students' epistemic dispositions as critical readers who are capable of formulating, testing, and reflecting upon knowledge in an argumentative manner.

Keywords: *Outcome-Based Hypothesis Learning model, Critical Reading, Text Genres, Critical Thinking.*