**PENGARUH MODEL PEMBELAJARAN *CONCEPTUAL UNDERSTANDING PROCEDURES* BERBANTUAN VIDEO TERHADAP KEMAMPUAN BERPIKIR KRITIS MATEMATIKA SISWA DI SMP NEGERI 1 TEJAKULA**

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## ABSTRAK

Penelitian ini berawal dari upaya untuk meningkatkan kemampuan berpikir kritis matematika siswa saat menyelesaikan persoalan matematika. Tujuan dilaksanakan penelitian ini untuk mengetahui perbedaan kemampuan berpikir kritis matematika antara siswa yang dibelajarkan secara virtual dengan model pembelajaran *Conceptual Understanding Procedures* (CUPs) berbantuan video pembelajaran, siswa yang dibelajarkan menggunakan model pembelajaran CUPs, dan siswa yang dibelajarkan menggunakan model pembelajaran CUPs, dan siswa yang diajar menggunakan model pembelajaran konvensional. *Pretest-Posttest Nonequivalent Control Group Design* dipilih sebagai desain dalam penelitian ini. Populasi penelitian ini adalah siswa kelas VIII SMP Negeri 1 Tejakula yang berjumlah 195 siswa yang terbagi dalam 6 kelas. Sampel sebanyak 97 orang yang dibagi menjadi 3 kelas dipilih dengan menggunakan teknik *Cluster Random Sampling*. Pengumpulan data kemampuan berpikir kritis siswa dilakukan dengan tes uraian. Setelah data terkumpul, analisis dilakukan dengan menggunakan uji Anacova dengan taraf signifikan 5%. Didapatkan F hitung sebesar 4,629 dan F tabel sebesar 3,904. Hasil tersebut menunjukkan bahwa terdapat perbedaan kemampuan berpikir kritis matematika siswa dari ketiga kelompok tersebut. Berdasarkan perhitungan *adjusted mean*, kemampuan berpikir kritis tertinggi siswa adalah siswa yang diajar dengan model pembelajaran CUPs berbantuan video pembelajaran (74,523), disusul siswa yang diajar dengan model pembelajaran CUPs (73,511), dan yang paling kecil adalah siswa yang diajar dengan model pembelajaran konvensional (68,421). Kesimpulannya, kemampuan berpikir kritis siswa yang diajar dengan model pembelajaran CUPs berbantuan video lebih baik dibandingkan dengan siswa yang diajar dengan model pembelajaran CUPs dan konvensional.

Kata Kunci: berpikir kritis siswa, matematika, CUPs, video

## ABSTRACT

This research started from an effort to improve students' mathematical critical thinking skills when solving math problems. The purpose of this study was to determine the difference in mathematical critical thinking skills between students who were taught virtually with the Conceptual Understanding Procedures (CUPs) learning model assisted by video learning, students who were taught using the CUPs learning model, and students who were taught using the CUPs learning model, and students who were taught using the CUPs learning model. taught using conventional learning models. Pretest-Posttest Nonequivalent Control Group Design was chosen as the design in this study. The population of this study were students of class VIII SMP Negeri 1 Tejakula, totaling 195 students divided into 6 classes. A sample of 97 people who were divided into 3 classes was selected using the Cluster Random Sampling technique. The data collection of students' critical thinking skills was carried out by means of a description test. After the data was collected, the analysis was carried out using the Anacova test with a significant level of 5%. The calculated F is 4.629 and the F table is 3.904. These results indicate that there are differences in students' mathematical critical thinking abilities from the three groups. Based on the adjusted mean calculation, the students' highest critical thinking skills were students who were taught using the CUPs learning model assisted by learning videos (74.523), followed by students who were taught the CUPs learning model (73.511), and the smallest were students who were taught using the conventional learning model (68,421). In conclusion, the critical thinking skills of students who are taught using the video-assisted CUPs learning model are better than students who are taught using the CUPs and conventional learning models.


Keywords: critical thinking, mathematics, CUPs, video