TABLE OF CONTENT

<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENDORSEMENT LETTER</td>
</tr>
<tr>
<td>BIOGRAPHY</td>
</tr>
<tr>
<td>ABSTRACT</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
</tr>
<tr>
<td>TABLE OF CONTENT</td>
</tr>
<tr>
<td>TABLE OF THE LIST</td>
</tr>
<tr>
<td>FIGURE OF THE LIST</td>
</tr>
<tr>
<td>APPENDIX OF THE LIST</td>
</tr>
</tbody>
</table>

1. INTRODUCTION 1
   1.1. Background 1
   1.2. Problem Identification 5
   1.3. Problem Limitation 5
   1.4. Research Questions 6
   1.5. Research Objectives 6
   1.6. Research Significants 6

2. LITERATURE REVIEW 8
   2.1. Theoretical Framework 8
       2.1.1. The Aim of Education 8
       2.1.2. A Framework of Thinking and Critical Thinking 9
           2.1.2.1. Framework of Thinking 9
           2.1.2.2. Critical thinking 9
           2.1.2.3. Cornell Critical Thinking Test 13
       2.1.3. Learning Achievement 15
           2.1.3.1. Overview of Learning Achievement 15
           2.1.3.2. Blooms’ Taxonomy 16
       2.2. Learning Model: Problem Based Learning Model 17
       2.3. The Media: Learning Media and Audiovisual Aids 20
           2.3.1. Learning Media 20
               2.3.1.1. Learning Media as Learning Resources 21
               2.3.1.2. Learning Media as Semantic Function 21
               2.3.1.3. Learning Media Manipulative Function 21
               2.3.1.4. Psychologist Function 22
               2.3.1.5. Socio-cultural Function 22
           2.3.2. Audio Visual Aids 22
       2.4. Learning Materials: Human Reproductive System 25
           2.4.1. Definition Reproductive System 25
           2.4.2. Human Reproductive System Organs 26
2.4.3. Gametogenesis 34
2.4.4. Fetal Development 34
2.5. Relevant Research 36
2.6. Conceptual Framework 38
2.6.1. Significant Impact of Learning Video as Media Toward Students Critical Thinking Skill 38
2.7. Research Hypothesis 39

3. RESEARCH METHOD 40
3.1. Research Location and Time Allocation 40
3.2. Research Population and Sample 40
3.2.1. Population 40
3.2.2. Sample 40
3.3. Research Variable and Instrument 41
3.3.1. Research Variable 41
3.3.2. Research Instrument 42
3.3.2.1. Learning Style Questionnaire 42
3.3.2.2. Blooms’ Cognitive Test 43
3.3.2.3. Cornell Critical Thinking Test 44
3.3.3. Validity Test 46
3.3.4. Reliability Test 47
3.3.5. Item of Difficulty 48
3.3.6. Discrimination Power 48
3.4. Research Design 49
3.5. Research Type 50
3.6. Research Procedure 51
3.6.1. Preparation Step 51
3.6.2. Implementation Step 54
3.6.3. Final Step 58
3.7. Data Analyze Method 61

4. RESULT AND DISCUSSION 64
4.1. Result of Research 64
4.1.1. Instrument Test 64
4.1.1.1. Validity Test 64
4.1.1.2. Reliability Test 64
4.1.1.3. Item of Difficulty 64
4.1.1.4. Item Discriminant 64
4.1.2. Description of Research Data 65
4.1.2.1. Students Learning Achievement 65
4.1.2.2. Students Critical Thinking 67
4.1.2.3. Students Critical Thinking Increase 68
4.1.2.4. Induction and Deduction Criteria 69
4.1.3. Analysis of Data Research  
4.1.3.1. Normality Test  
4.1.3.2. Homogeneity Test  
4.1.3.3. Hypothesis Testing Test  
4.1.4. The Relation between Critical Thinking and Learning Achievement  

4.2. Result Discussion  
4.2.1. Learning Achievement  
4.2.2. Critical Thinking  
4.2.3. The Relation between Critical Thinking and Learning Achievement  

5. CONCLUSION AND RECOMMENDATION  
5.1. Conclusion  
5.2. Recommendation  

REFERENCES  
APPENDIX