

## ABSTRAK

**KHAIRUNNISAH PARIDURI . Perbedaan Peningkatan Kemampuan Berpikir Kritis dan Kemandirian Belajar Antara Siswa Yang Diberi Pembelajaran Cooperative Script Dengan Pembelajaran Konvensional. . Tesis. Medan: Program Studi Pendidikan Matematika Program Pascasarjana Universitas Negeri Medan. 2021**

Penelitian ini bertujuan untuk mengetahui: (1) Mengetahui terdapat perbedaan peningkatan kemampuan berpikir kritis matematika siswa antara siswa yang diberi pembelajaran *Cooperative Script* dengan pembelajaran konvensional. (2) Mengetahui terdapat perbedaan peningkatan kemandirian belajar matematika siswa antara siswa yang diberi pembelajaran *Cooperative Script* dengan pembelajaran konvensional. (3) Mengetahui perbedaan peningkatan kemampuan berpikir kritis dan kemandirian belajar matematis siswa dengan model pembelajaran *cooperative script* dan pembelajaran konvensional. Jenis penelitian ini tergolong penelitian eksperimen semu (*quasi experiment*). Sampel dalam penelitian ini adalah 2 kelas dari siswa kelas VII-A sebanyak 20 siswa pada kelas eksperimen 1 dengan menggunakan model pembelajaran Konvensional dan siswa kelas VII-B sebanyak 20 siswa pada kelas eksperimen 2 dengan menggunakan model pembelajaran *Cooperative Script* . Instrumen penelitian ialah, tes kemampuan berpikir kritis dan angket kemandirian belajar. Hasil penelitian menunjukkan bahwa 1) Rata-rata kemampuan berpikir kritis untuk kelas eksperimen adalah 82,1 dan kelas kontrol adalah 75,4. Bila diperhatikan rata-rata pretest dan posttest siswa dikelas eksperimen dan kontrol terjadi peningkatan rata-rata proporsi skor. Kelompok eksperimen mengalami peningkatan rata-rata sebesar 15,5. Sedangkan kelompok kontrol mengalami peningkatan 7,8. 2) Rata – Rata Kemampuan kemandirian belajar pada kelas eksperimen yaitu sebesar 90,40%, sedangkan indikator “Konsep diri” menjadi indikator dengan perolehan persentase terendah, yaitu sebesar 80,80% dan kelas kontrol yaitu sebesar 81,20 %, sedangkan indikator “Memonitor, mengatur dan mengontrol kemajuan belajar” menjadi indikator dengan perolehan persentase terendah, yaitu sebesar 75,25%. pembelajaran cooperative script dapat meningkatkan kemampuan kemandirian belajar siswa.

**Kata Kunci:** Perbedaan Peningkatan, Pembelajaran Pendidikan Matematika Kemampuan Berpikir Kritis, Kemandirian Belajar, *Cooperatif Script*, Konvensional

## ABSTRACT

**KHAIRUNNISAH PARIDURI . Differences in Increasing Critical Thinking Ability and Independent Learning Between Students Who Are Given Cooperative Script Learning With Conventional Learning. . Thesis. Medan: Mathematics Education Study Program, Graduate Program, State University of Medan. 2021**

This study aims to determine: (1) Knowing that there are differences in the improvement of students' mathematical critical thinking skills between students who are given Cooperative Script learning and conventional learning. (2) Knowing that there are differences in increasing students' mathematics learning independence between students who are given Cooperative Script learning and conventional learning. (3) Knowing the differences in increasing students' critical thinking skills and students' mathematical independence with cooperative script learning models and conventional learning. This type of research is classified as a quasi-experimental research. The sample of teaching i i in this research is i2 i class i from conventional i learning model i and 20 students i experimental class i1 i using conventional i learning model and 20 experimental class i students. The research instrument is a test of critical thinking skills and a learning independence questionnaire. The results showed that 1) The average critical thinking ability for the experimental class was 82.1 and the control class was 75.4. If you pay attention to the average pretest and posttest of students in the experimental and control classes, there is an increase in the average proportion of scores. The experimental group experienced an average increase of 15.5. While the control group experienced an increase of 7.8. 2) The average learning independence ability in the experimental class is 90.40%, while the "Self-concept" indicator becomes the indicator with the lowest percentage gain, which is 80.80% and the control class is 81.20%, while the indicator " Monitor, regulate and control learning progress" became the indicator with the lowest percentage gain, which was 75.25%. cooperative script learning can improve students' independent learning abilities.

**Keywords:** Difference Improvement, Learning Mathematics Education Critical Thinking Ability, Independent Learning, Cooperative Script, Conventional