

TABLE OF CONTENT

	<i>Page</i>
ENDORSEMENT LETTER	<i>i</i>
BIOGRAPHY	<i>ii</i>
ABSTRACT	<i>iii</i>
ACKNOWLEDGEMENT	<i>iv</i>
TABLE OF CONTENT	<i>v</i>
TABLE OF THE LIST	<i>viii</i>
FIGURE OF THE LIST	<i>ix</i>
APPENDIX OF THE LIST	<i>x</i>
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 Increasement	68
4.1.2.4. Induction and Deduction Criteria	69

4.1.3. Analysis of Data Research	71
4.1.3.1. Normality Test	71
4.1.3.2. Homogeneity Test	71
4.1.3.3. Hypothesis Testing Test	71
4.1.4. The Relation between Critical Thinking and Learning Achievement	73
4.2. Result Discussion	75
4.2.1. Learning Achievement	75
4.2.2. Critical Thinking	76
4.2.3. The Relation between Critical Thinking and Learning Achievement	78
5. CONCLUSION AND RECOMMENDATION	80
5.1. Conclusion	80
5.2. Recommendation	80
REFERENCES	81
APPENDIX	86