

ABSTRAK

FRISTITA DESANIA. ANALISIS KEMAMPUAN BERPIKIR KRITIS DAN *SELF CONFIDENCE* SISWA MELALUI PENDEKATAN *PROBLEM BASED LEARNING* DENGAN BERBANTUAN SOAL HOTS DI SMA NEGERI 13 MEDAN. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan. 2020

Penelitian ini bertujuan 1) Untuk menganalisis kemampuan berpikir kritis siswa melalui pendekatan *Problem Based Learning*.(2) Untuk menganalisis *self confidence* siswa melalui pendekatan *Problem Based Learning*. (3) Untuk mengetahui banyaknya indikator kemampuan berpikir kritis dan *self confidence* siswa yang diajarkan melalui pendekatan *Problem Based Learning* (4) Untuk mengetahui kesulitan proses berpikir kritis siswa yang diajarkan melalui pendekatan *Problem Based Learning*. Subjek penelitian adalah siswa kelas X MIA₂ SMU Negeri 13 Medan sebanyak 20 orang siswa dan objek penelitian ini adalah kemampuan berpikir kritis dan *self confidence* siswa. Penelitian ini merupakan penelitian deskriptif kualitatif. Instrumen yang digunakan terdiri dari test kemampuan berpikir kritis, angket *self confidence* siswa, pedoman wawancara. Analisis data menggunakan model Mile and Huberman. Berdasarkan data yang diperoleh, (1) Siswa dengan kemampuan berpikir kritis tinggi memiliki kemampuan interpretasi, analisis, evaluasi dan inferensi tinggi. Siswa dengan kemampuan berpikir kritis sedang memiliki kemampuan interpretasi, analisis, evaluasi dan inferensi sedang. Siswa dengan kemampuan berpikir kritis rendah memiliki kemampuan interpretasi, analisis, evaluasi dan inferensi rendah. Sedangkan siswa dengan *self confidence* (tinggi, rendah, sedang) memiliki percaya kepada kemampuan sendiri, bertindak mandiri dalam mengambil keputusan, memiliki konsep diri yang positif, berani mengungkapkan pendapat dan mengenal kelebihan dan kekurangan diri sendiri. (2) Siswa dengan kemampuan berpikir kritis tinggi memiliki *self confidence* tinggi, siswa dengan kemampuan berpikir kritis sedang memiliki *self confidence* sedang, siswa dengan kemampuan berpikir kritis rendah memiliki *self confidence* rendah. (3) Indikator kemampuan berpikir kritis yang dominan adalah indikator dua (analisis) dan *self confidence* yang dominan adalah indikator satu (percaya kepada kemampuan sendiri), (4) Kesulitan yang dialami siswa yaitu siswa kurang mampu mengaplikasikan beberapa indikator pada kemampuan berpikir kritis dan *self confidence* siswa dalam menyelesaikan soal.

Kata Kunci: Kemampuan berpikir kritis, *self confidence*, *problem based learning*

ABSTRACT

FRISTITA DESANIA. ANALYSIS OF CRITICAL THINKING ABILITY AND SELF CONFIDENCE STUDENTS THROUGH PROBLEM BASED LEARNING APPROACHES USING PROBLEM HOTS IN SMA NEGERI 13 MEDAN. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan. 2020

This study aims 1) To analyze students' critical thinking skills through the Problem Based Learning approach, (2) To analyze students' self confidence through the Problem Based Learning approach. (3) To find out the many indicators of students' critical thinking skills and self-confidence taught through the Problem Based Learning approach (4) To find out the difficulty of the students' critical thinking processes taught through the Problem Based Learning approach. The subjects of the study were 20th grade students of MIA2 State Senior High School 13 Medan and the object of this study was the ability to think critically and self confidence of students. This research is a qualitative descriptive study. The instrument used consisted of tests of critical thinking skills, student self confidence questionnaires, interview guidelines. Data analysis using the Mile and Huberman model. Based on the data obtained, (1) Students' critical thinking skills as measured through test questions related to the material system of three-variable linear equations are at a low ability of 3 students (15%), moderate category of 12 students (60%) and high category as many as 5 students (25%). While self-confidence of students in the low category was 0 students (0%), the medium category was 2 students (10%) and the high category was 18 students (90%). (2) students' critical thinking skills in terms of having a positive self-concept while as many as 6 students (30%). (3) The dominant ability of students is on the indicator of believing in one's own ability with the ability to be on the indicator of analysis of students' critical thinking and also on the evaluation indicator is on the ability of being. (4) Difficulties experienced by students ie students have difficulty in writing what is known and asked in the problem, think of appropriate steps in solving the problem and difficult in writing the conclusions obtained.

Keywords: critical thinking ability, self confidence, problem based learning