

ABSTRAK

Rintan Andini (2107220004). “Pengaruh Model Pembelajaran *Contextual Teaching and Learning* (CTL) melalui Metode Studi Kasus terhadap Kemampuan Berpikir Kritis Siswa (Studi Quasi Eksperimen pada Mata Pelajaran Dasar-Dasar Program Keahlian dengan Materi Buku Besar dan Neraca Saldo di Kelas X AKL SMK Negeri 1 Kawali)”. Penulisan skripsi ini dibawah bimbingan Ibu Rini Agustin Eka Yanti S. Pd., M. Pd. sebagai pembimbing I dan Ibu Ilah S. Pd., M. Pd. sebagai pembimbing II.

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis siswa pada mata pelajaran Dasar-Dasar Program Keahlian (DDPK) di SMK Negeri 1 Kawali. Kondisi ini disebabkan oleh proses pembelajaran yang masih bersifat *teacher centered* dan kendala kontinuitas belajar akibat sistem blok. Adapun penelitian ini bertujuan untuk mengetahui: 1) Perbedaan kemampuan berpikir kritis siswa yang menggunakan model pembelajaran *Contextual Teaching and Learning* (CTL) melalui metode studi kasus pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) di kelas eksperimen; 2) Perbedaan kemampuan berpikir kritis siswa yang menggunakan metode pembelajaran konvensional pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) di kelas kontrol; 3) Perbedaan kemampuan berpikir kritis siswa yang menggunakan metode pembelajaran *Contextual Teaching and Learning* (CTL) melalui metode studi kasus dengan yang menggunakan metode pembelajaran konvensional pada pengukuran akhir (*posttest*).. Metode penelitian yang digunakan yaitu metode quasi eksperimen dengan desain *Nonequivalent Control Group Design*. Teknik pengambilan sampel menggunakan sampel jenuh. Teknik analisis data menggunakan uji t.

Hasil penelitian menunjukan: 1) Terdapat perbedaan kemampuan berpikir kritis siswa yang menggunakan model pembelajaran *Contextual Teaching and Learning* (CTL) melalui metode studi kasus pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) di kelas eksperimen; 2) Terdapat perbedaan kemampuan berpikir kritis siswa yang menggunakan metode pembelajaran konvensional pada pengukuran awal (*pretest*) dan pengukuran akhir (*posttest*) di kelas kontrol; 3) Terdapat perbedaan kemampuan berpikir kritis siswa yang menggunakan metode pembelajaran *Contextual Teaching and Learning* (CTL) melalui metode studi kasus dengan yang menggunakan metode pembelajaran konvensional pada pengukuran akhir (*posttest*).

Kata kunci: model pembelajaran *contextual teaching and learning* (CTL). metode studi kasus. kemampuan berpikir kritis.

ABSTRACT

Rintan Andini (2107220004). *“The Effect of the Contextual Teaching and Learning (CTL) Model through the Case Study Method on Students’ Critical Thinking Skills (A Quasi-Experimental Study on the Fundamentals of Vocational Skills Course on Ledger and Trial Balance Materials in Class X AKL of SMK Negeri 1 Kawali).”* This thesis was written under the supervision of Mrs. Rini Agustin Eka Yanti, S.Pd., M.Pd., as the first supervisor, and Mrs. Ilah, S.Pd., M.Pd., as the second supervisor.

This research was motivated by the low level of critical thinking skills among students in the Fundamentals of Vocational Programs (DDPK) course at SMK Negeri 1 Kawali. This situation is caused by a learning process that remains teacher-centered and challenges in learning continuity due to the block system. This study aims to determine: 1) Differences in students’ critical thinking skills using the Contextual Teaching and Learning (CTL) model through the case study method between the initial assessment (pretest) and final assessment (posttest) in the experimental class; 2) The differences in critical thinking skills among students using the conventional learning method between the initial assessment (pretest) and the final assessment (posttest) in the control class; 3) The differences in critical thinking skills among students using the Contextual Teaching and Learning (CTL) model through the case study method compared to those using the conventional learning method in the final assessment (posttest). The research method used was a quasi-experimental method with a Nonequivalent Control Group Design. The sampling technique used a saturated sample. The data analysis technique used a t-test.

The research results showed: 1) There was a difference in the critical thinking skills of students using the Contextual Teaching and Learning (CTL) model through the case study method on the initial assessment (pretest) and final assessment (posttest) in the experimental class; 2) There is a difference in the critical thinking skills of students using the conventional learning method between the initial assessment (pretest) and the final assessment (posttest) in the control class; 3) There is a difference in the critical thinking skills of students using the Contextual Teaching and Learning (CTL) model through the case study method compared to those using the conventional learning method in the final assessment (posttest).

Keywords: Contextual Teaching and Learning (CTL); case study method; critical thinking skills.