Analisis Berpikir Kritis Siswa Bergaya Kognitif
pada Pembelajaran Biologi melalui Model Pembelajaran
Circuit Learning dengan Media Visual

Critical Thinking Analysis of Cyprnitive Learning Students in Biology Learning through Circuit Learning Learning Models with Visual Media

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Abstract: At this time in the learning that is applied in sekolahan most aspects of critical thinking skills of students less become the center of attention by the teacher as well as with aspects of cognitive style of students. This study aims to describe the critical thinking skills of cognitive-style students on biology learning through learning model of Circuit Learning with Visual media. The subjects in this study were students of class VIII-B MTS SYI'AR ISLAM Maibit Rengel consisting of 15 students of cognitive impulsive style, 11 students of accurate cognitive style, 4 students of reflective style, 2 cognitive-style students slowly inaccurate. This study is a descriptive study with the subject of the respiratory system. Critical thinking skills data were obtained from the critical thinking test sheet from Ennis's critical thinking skills indicator and cognitive style data obtained from cognitive style tests referring to the Matching Familiar Figures Test (MFFT) cognitive style instrument developed by Warli (2010). From the results of data analysis, students with cognitive style accurately have a higher critical thinking ability compared with other cognitive-style students. Thus it can be concluded that there are differences about students' critical thinking skills in accordance with the cognitive style possessed by students through the application of Circuit Learning model on biology learning.

Keywords: Critical Thinking, Cognitive Style, Learning Circuit Learning Model, and Visual Media.

DISKUSI

Erman Har, Universitas Bung Hatta

Pertanyaan :
Bagaimana mengolah data secara non parametric dengan data yang normal, padahal diketahui bahwa analisis data non parametric dengan data yang tidak normal ?

Jawaban :
Karena uji Kruskal Wallis merupakan bagian dari statistic non parametrik dan karena sampel yang digunakan lebih dari tiga maka menggunakan uji non parametric. Apabila sampel yang digunakan kurang dari tiga maka menggunakan uji Mann Whiney. Pada uji Kruskal Whallis menyatakan bahwa H lebih kecil dari harga kritis X^2 tabel maka H0 diterima dan nilai sig menunjukkan lebih besar daripada harga kritis yang disesuaikan maka H0 diterima. Jadi kesimpulannya tidak ada perbedaan antara keterampilan berpikir kritis siswa yang bergaya koginitif reflektif, impulsive, cepat akurat, lambat tidak akurat

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Saran :
Konsisten dalam orientasi penelitian, pada judul dituliskan berpikir kritis siswa bergaya kognitif namun pada makalah ditulis keterampilan dan kemampuan. Lebih baik dituliskan kemampuan karena mengarah ke kognitif.