

## ABSTRAK

**Iskandar (1182060050):** Pengaruh Pendekatan *Science Environment Technology Society* (SETS) Terhadap Keterampilan Berpikir Kritis (KBK<sub>r</sub>) Siswa Pada Materi Perubahan Lingkungan.

Tujuan penelitian mendeskripsikan pengaruh pendekatan *Science Environment Technology Society* (SETS) terhadap keterampilan berpikir kritis (KBK<sub>r</sub>) siswa pada materi perubahan lingkungan. Penelitian *mixed method* desain *embedded eksperimental design*. Sampel peneliti *purposive sampling*. Hasil data keterlaksanaan pembelajaran pendekatan SETS, diperoleh skor 89% aktivitas guru dengan kategori sangat baik dan keterlaksanaan aktivitas siswa sebesar 87% kategori sangat baik. Peningkatan KBK<sub>r</sub> siswa pada kelas eksperimen rata-rata *N-Gain* sebesar 0,80 yang berkategori tinggi, sedangkan kelas kontrol yang memperoleh rata-rata *N-Gain* sebesar 0,62 yang berkategori sedang. Hasil uji *Paired Sampel T test* menunjukkan ada pengaruh yang signifikan antara kelas eksperimen dan kelas kontrol dengan nilai Sig.  $0,000 < 0,05$ . Hasil asesmen produk filter air kelas eksperimen lebih tinggi dibanding kelas kontrol. Kendala siswa pada pembelajaran dengan pendekatan SETS diantaranya memahami kasus pencemaran lingkungan, kendala saat melakukan perencanaan penyelesaian masalah, kendala terhadap ide pembuatan produk filter air, kendala saat membuat produk, kendala saat menghubungkan unsur SETS. Hasil penelitian menunjukkan pendekatan SETS berpengaruh signifikan terhadap KBK<sub>r</sub> siswa pada materi perubahan lingkungan.

**Kata Kunci:** Perubahan Lingkungan; Keterampilan Berpikir Kritis, SETS



## ABSTRAK

**Iskandar (1182060050):** *The Effect of the Science Environment Technology Society (SETS) Approach on Students' Critical Thinking Skills (KBKr) on Environmental Change Materials.*

*The purpose of the study was to describe the effect of the Science Environment Technology Society (SETS) approach on students' critical thinking skills (KBKr) on environmental change material. The research is mixed method design, embedded experimental design. The research sampel is purposive sampling. The results of the data on the implementation of learning with the SETS approach, obtained a score of 89% of teacher activities in the very good category and the implementation of student activities in the very good category of 87%. The increase in the KBKr of students in the experimental class has an average N-Gain of 0.80 which is in the high category, while the control class that gets an average N-Gain of 0.62 is in the medium category. The results of the Paired Sampel T test show that there is a significant effect between the experimental class and the control class with the value of Sig.  $0.000 < 0.05$ . The results of the experimental class water filter product assessment were higher than the control class. Students' obstacles in learning with the SETS approach include understanding cases of environmental pollution, obstacles when planning problem solving, constraints on the idea of making water filter products, obstacles when making products, obstacles when connecting SETS elements. The results showed that the SETS approach had a significant effect on students' KBKr on the material of environmental change.*

**Keywords:** *Environmental Change; Critical Thinking Skills, SETS*

