**ABSTRAK**

Edy Kurniawan. 2015. *Pengaruh Model Pembelajaran Berbasis Masalah Terhadap Kemampuan Berpikir Kritis Peserta Didik Kelas XI IPA SMA Negeri 3 Takalar*. (Dibimbing oleh Muris dan Subaer).

Penelitian ini adalah penelitian kuasi eksperimen dengan desain penelitian *non-equivalent control group* yang bertujuan untuk mendapatkan ada tidaknya perbedaan peningkatan kemampuan berpikir kritis peserta didik yang diajar dengan model pembelajaran berbasis masalah dan peserta didik yang diajar dengan pembelajaran konvensional kelas XI IPA SMA Negeri 3 Takalar tahun ajaran 2014/2015. Subjek dalam penelitian ini terdiri dari dua kelas yaitu peserta didik kelas XI IPA 1 dan kelas XI IPA 2 SMA Negeri 3 Takalar dengan jumlah peserta didik sebanyak 56 orang. Pengolahan data hasil penelitian ini menggunakan analisis deskriptif untuk menggambarkan karakteristik berpikir kritis peserta didik, uji gain untuk menganalisis peningkatan berpikir kritis peserta didik dan analisis inferensial untuk menguji hipotesis penelitian. Berdasarkan analisis deskriptif menunjukkan bahwa setelah diterapkan model pembelajaran berbasis masalah peningkatan berpikir kritis peserta didik lebih tinggi dibandingkan peserta didik yang diajar dengan pembelajaran konvensional. Hasil uji N Gain menunjukkan bahwa peningkatan kemampuan berpikir kritis pada kedua kelas berada pada kategori sedang. Terdapat perbedaan secara signifikan berpikir kritis peserta didik yang diajar dengan menggunakan model pembelajaran berbasis masalah dengan peserta didik yang diajar dengan menggunakan pembelajaran konvensional pada kelas XI IPA SMA Negeri 3 Takalar.

**Kata Kunci :** *Model pembelajaran berbasis masalah, berpikir kritis, Uji Normalitas Gain.*

**ABSTRACT**

Edy Kurniawan. 2015. *The Influence of Problem Based Learning Model toward Critical Thinking Ability of Class XI IPA Students at SMAN 3 Takalar* (Supervised by Muris and Subaer).

The research was quasi-experiment research with non-equivalent control group design wich aimed to examine whether there were differences of improvement of critical thinking ability of the students who were taught by using problem-based learning model and the students who were taught by using conventional learning of class XI IPA at SMAN 3 Takalar of academic year 2014/2015. The subject of the research consisted of two classes, namely class XI IPA 1 and class XI IPA 2 with the total of 56 students. The data processing of the result of the research employed descriptive analysis to describe the characteristics of the student’s chritical thinking, gain test to analyze the improvement of the student’s critical thinking and inferential analysis to test the research hypothesis. The result of descriptive analysis showed that after the implementation of problem-based learning model, the improvement of the student’s critical thinking ability was higher that the students who were taught by using conventional learning. The result of N Gain test indicated that the improvement of critical thinking ability for both classes was in medium category, but the percentage og the improvement of the student’s learning result who were taught by using problem-based learning model was higher thats the students who were taught by conventional learning. There is significant difference on students critical thinking who were taught by using problem-based learning than the students who were taught by using conventional learning in class XI IPA at SMAN 3 Takalar.

**Keywords :** *Problem-based learning model, critical thinking, Gain Normality Test.*