

## ABSTRAK

**Skripsi dengan judul “Pengaruh Model Pembelajaran Team Games Tournament Berbantuan Board Game Terhadap Kemampuan Berpikir Kritis dan Keterampilan Kolaboratif Siswa Pada Materi Suhu dan Kalor Siswa Kelas XI SMA Negeri 1 Ngunut Tulungagung” ditulis oleh Fatma Nazira, NIM. 1860211221010, Program Studi Tadris Fisika yang dibimbing oleh Ibu Nani Sunarmi, S.Si., M.Sc.**

**Kata Kunci:** *Team Games Tournament, Board Game, Kemampuan Berpikir Kritis, Keterampilan Kolaborasi.*

Rendahnya kemampuan berpikir kritis dan keterampilan kolaboratif siswa pada materi suhu dan kalor masih dipengaruhi oleh beberapa faktor dalam proses pembelajaran. Siswa jarang mendapat kesempatan bekerja dalam kelompok, tugas lebih banyak bersifat individu, dan penilaian yang berfokus pada penekanan hasil individu menyebabkan kurang berkembangnya keterampilan kolaborasi. Sementara itu, kemampuan berpikir kritis yang rendah karena sering terganggu oleh distraksi antar siswa dan minimnya keterlibatan aktif akibat pembelajaran yang masih berpusat pada guru. Sebagai upaya mengatasi masalah ini, diperlukan model pembelajaran yang dapat mengoptimalkan kemampuan berpikir kritis dan sikap kolaboratif, seperti penerapan *Team Games Tournament* berbantuan *Board Game*. Penelitian ini bertujuan untuk: 1). Mendeskripsikan pengaruh model pembelajaran *Team Games Tournament (TGT)* berbantuan *board game* terhadap kemampuan berpikir kritis siswa. 2). Mendeskripsikan pengaruh model pembelajaran *Team Games Tournament (TGT)* berbantuan *board game* terhadap kemampuan kolaboratif siswa. 3). Mendeskripsikan pengaruh model pembelajaran *Team Games Tournament (TGT)* berbantuan *board game* terhadap kemampuan berpikir kritis dan keterampilan kolaboratif siswa.

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis *quasi experimental jenis non-equivalent control group design (pretest-posttest control group design)*. Populasi penelitian ini adalah 445 siswa kelas XI di SMA Negeri 1 Ngunut. Sampel dipilih secara *purposive sampling*, yang terdiri dari kelas eksperimen (kelas XI-J, 37 siswa) dan kelas kontrol (kelas XI-I, 37 siswa). Pengumpulan data dilakukan melalui tes uraian, observasi, dan dokumentasi. Teknik analisis yang digunakan terdiri : 1) Uji Intrumen (Validitas dan Reliabilitas). 2) Uji Prasyarat (Normalitas dan Homogenitas). 3) Uji Hipotesis (*Independent sample T-test* dan MANOVA).

Berdasarkan hasil penelitian, dapat disimpulkan bahwa: 1) Ada pengaruh model pembelajaran *Team Games Tournament (TGT)* berbantuan *board game* terhadap kemampuan berpikir kritis siswa, dengan hasil *Independent sample T-test* diperoleh nilai sig.  $0,000 < 0,05$ . 2) Ada pengaruh model pembelajaran *Team Games Tournament (TGT)* berbantuan *board game* terhadap keterampilan kolaboratif siswa, dengan hasil uji T-Test diperoleh nilai sig.  $0,000 < 0,05$ . 3) Ada pengaruh model pembelajaran *Team Games Tournament (TGT)* berbantuan *board game* terhadap kemampuan berpikir kritis keterampilan kolaboratif secara keseluruhan, dengan hasil uji MANOVA diperoleh nilai sig.  $0,000 < 0,05$ . Dengan

demikian dapat disimpulkan bahwa model pembelajaran *Team Games Tournament (TGT)* berbantuan *board game* lebih efektif daripada model pembelajaran konvensional dalam meningkatkan kemampuan berfikir kritis dan keterampilan kolaboratif siswa.

## ABSTRACT

*The thesis entitled “The Effect of the Board Game-Assisted Team Games Tournament Learning Model on the Critical Thinking Ability and Collaborative Skills of Year 11 Students at SMA Negeri 1 Ngunut Tulungagung in the Subject of Temperature and Heat” was written by Fatma Nazira, Student ID No. 1860211221010, in the Physics Education Programme, supervised by Mrs Nani Sunarmi, S.Si., M.Sc.*

**Keywords:** *Team Games Tournament, Board Game, Critical Thinking Ability, Collaborative Skills*

*Students’ critical thinking ability and collaborative skills regarding temperature and heat remain low due to several factors in the learning process. Students rarely have the opportunity to work in groups, tasks are predominantly individual-based, and assessment focused on individual outcomes hinders the development of collaborative skills. Meanwhile, critical thinking ability are low due to frequent disruption from distractions among students and a lack of active engagement resulting from teaching that remains teacher-centred. To address these issues, a learning model is required that can optimise critical thinking ability and collaborative attitudes, such as the implementation of a Team Games Tournament supported by Board Games. The aim of this study is to: 1). Describe the effect of the Team Games Tournament (TGT) learning model, supported by board games, on students’ critical thinking ability. 2). Describe the effect of the Team Games Tournament (TGT) learning model, supported by board games, on students’ collaborative skills. 3). To describe the effect of the Team Games Tournament (TGT) learning model supported by board games on students’ critical thinking ability and collaborative skills.*

*This study employed a quantitative approach using a quasi-experimental design of the non-equivalent control group type (pre-test-post-test control group design). The study population comprised 445 Year 11 students at State Senior High School 1 Ngunut. The sample was selected using purposive sampling, consisting of an experimental class (Year 11-J, 37 students) and a control class (Year 11-I, 37 students). Data collection was carried out through essay tests, observation, and documentation. The analysis techniques used comprised: 1) Instrument testing (validity and reliability). 2) Prerequisite testing (normality and homogeneity). 3) Hypothesis testing (independent samples t-test and MANOVA).*

*Based on the research findings, it can be concluded that: 1) The Team Games Tournament (TGT) learning model supported by board games has an effect on students’ critical thinking ability, with the Independent sample T-test yielding a significance value of  $0.000 < 0.05$ . 2) The Team Games Tournament (TGT) learning model supported by board games has an effect on students’ collaborative skills, with the T-test yielding a significance value of  $0.000 < 0.05$ . 3) The Team Games Tournament (TGT) learning model supported by board games has an effect on*

*students' overall critical thinking ability and collaborative skills, with the MANOVA test yielding a significance value of  $0.000 < 0.05$ . It can therefore be concluded that the Team Games Tournament (TGT) learning model supported by board games has an effect on students' critical thinking ability and collaborative skills.*

