

ABSTRAK

PENERAPAN MODEL *CASE-BASED LEARNING* UNTUK MENGEMBANGKAN *CRITICAL THINKING* DAN HASIL BELAJAR SISWA DALAM PEMBELAJARAN IPS KELAS VII IPS 1 DI SMP DHARMA PRAJA DENPASAR TAHUN PELAJARAN 2025/2026

Nama : Ni Kadek Ayu Kertiasih

Halaman : 78

NPM : 220187201003

Tahun : 2025

Penelitian ini bertujuan untuk mengetahui penerapan model *Case-Based Learning* dalam meningkatkan kemampuan *Critical Thinking*, hasil belajar siswa serta mengidentifikasi tantangan dalam pelaksanaan model *Case-Based Learning* pada pembelajaran IPS kelas VII IPS I SMP Dharma Praja Denpasar tahun pelajaran 2025/2026. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, yang masing-masing siklus terdiri atas tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian adalah seluruh siswa kelas VII IPS I yang berjumlah 39 siswa, terdiri atas 21 siswa laki-laki dan 18 siswa perempuan.

Teknik pengumpulan data yang digunakan meliputi observasi, tes tertulis (pre-test dan post-test), angket (kuesioner) kemampuan *Critical Thinking*, wawancara, dan dokumentasi. Analisis data dilakukan dengan menggunakan analisis kualitatif deskriptif untuk menggambarkan proses pembelajaran dan analisis kuantitatif deskriptif untuk mengetahui peningkatan kemampuan *Critical Thinking* dan hasil belajar siswa. Indikator keberhasilan penelitian ditetapkan apabila kemampuan *Critical Thinking* siswa dan ketuntasan hasil belajar mencapai minimal 75% secara klasikal.

Hasil penelitian menunjukkan bahwa penerapan model *Case-Based Learning* mampu meningkatkan kemampuan *Critical Thinking* dan hasil belajar siswa. Kemampuan *Critical Thinking* siswa meningkat dari siklus I dengan skor 1.023 menjadi 1.545 pada siklus II. Hasil belajar siswa juga mengalami

peningkatan, yaitu pada siklus I diperoleh rata-rata nilai sebesar 77,05% dengan ketuntasan belajar 74,36%, sedangkan pada siklus II meningkat menjadi rata-rata 88,03% dengan ketuntasan belajar mencapai 100%. Dengan demikian, model *CaseBased Learning* efektif digunakan sebagai alternatif pembelajaran IPS karena mampu meningkatkan kemampuan *Critical Thinking* dan hasil belajar siswa.

Adapun tantangan dalam penerapan model *Case-Based Learning* meliputi keterbatasan waktu pembelajaran, perbedaan kemampuan siswa dalam menganalisis kasus, kurangnya keberanian siswa dalam mengemukakan pendapat pada tahap awal pembelajaran, serta kebutuhan guru dalam merancang kasus yang kontekstual dan sesuai dengan karakteristik siswa. Meskipun demikian, melalui pengelolaan pembelajaran yang sistematis, tantangan tersebut dapat diatasi sehingga penerapan model *Case-Based Learning* berjalan efektif.

Kata kunci: *Case-Based Learning*, *Critical Thinking*, hasil belajar, IPS, Penelitian Tindakan Kelas



UNMAS DENPASAR

ABSTRACT

IMPLEMENTATION OF CASE-BASED LEARNING MODEL TO INCREASE CRITICAL THINKING AND STUDENT LEARNING OUTCOMES IN IPS IN CLASS VII IPS 1 OF SMP DHARMA PRAJA DENPASAR ACADEMY YEAR 2025/2026

Name : Ni Kadek Ayu Kertiasih

Page : 78

NPM : 220187201003

Year : 2025

This study aims to examine the implementation of the Case-Based Learning model in improving students' Critical Thinking skills and learning outcomes, as well as to identify the challenges in implementing the Case-Based Learning model in Social Studies learning for class VII IPS I at SMP Dharma Praja Denpasar in the 2025/2026 academic year. This research is Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, action implementation, observation, and reflection stages. The research subjects were all students of class VII IPS I, totaling 39 students, consisting of 21 male students and 18 female students.

The data collection techniques used included observation, written tests (pretest and post-test), questionnaires measuring critical thinking skills, interviews, and documentation. Data analysis was carried out using descriptive qualitative analysis to describe the learning process and descriptive quantitative analysis to determine the improvement in students' Critical Thinking skills and learning outcomes. The indicator of research success was determined when students' Critical Thinking skills and learning mastery reached at least 75% classically.

The results of the study indicate that the implementation of the Case-Based Learning model was able to improve students' Critical Thinking skills and learning outcomes. Students' Critical Thinking skills increased from a score of 1,023 in cycle I to 1,545 in cycle II. Students' learning outcomes also improved, with an average

score of 77.05% and learning mastery of 74.36% in cycle I, increasing to an average score of 88.03% and learning mastery reaching 100% in cycle II.

Therefore, the Case-Based Learning model is effective as an alternative approach in Social Studies learning because it can enhance students' Critical Thinking skills and learning outcomes.

The challenges in implementing the Case-Based Learning model included limited instructional time, differences in students' abilities to analyze cases, students' lack of confidence in expressing opinions at the initial stage of learning, and teachers' need to design contextual cases that match students' characteristics. However, through systematic learning management, these challenges can be addressed so that the implementation of the Case-Based Learning model can run effectively.

Keywords: Case-Based Learning, Critical Thinking, learning outcomes, Social Studies, Classroom Action Research.

