

ABSTRAK

**IMPLEMENTASI MODEL PEMBELAJARAN PARADIGMA
PEDAGOGIK REFLEKTIF UNTUK MENINGKATKAN KEMAMPUAN
BERPIKIR KRITIS DAN MINAT BELAJAR SISWA SMPS SEMINARI
PIUS XII KISOL KELAS IX A PADA MATA PELAJARAN IPS**

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Penelitian ini bertujuan untuk mengetahui: (1) implementasi model pembelajaran paradigma pedagogik reflektif di kelas IX A SMPS Seminari Pius XII Kisol; (2) peningkatan kemampuan berpikir kritis siswa kelas IX A SMPS Seminari Pius XII Kisol melalui implementasi model pembelajaran paradigma pedagogik reflektif; (3) peningkatan minat belajar siswa kelas IX A SMPS Seminari Pius XII Kisol melalui implementasi model pembelajaran paradigma pedagogik reflektif. Jenis penelitian adalah penelitian tindakan kelas. Penelitian dilaksanakan di SMPS Seminari Pius XII Kisol pada bulan April 2024. Subjek penelitian adalah siswa kelas IX A SMPS Seminari Pius XII Kisol. Metode pengumpulan data adalah tes, kuesioner, observasi, dokumentasi. Teknik analisis data adalah uji *Wilcoxon Test* dan *Paired Sample t-test*.

Hasil penelitian menunjukkan bahwa: (1) implementasi model pembelajaran paradigma pedagogik reflektif dengan topik perdagangan internasional di kelas IX A SMPS Seminari Pius XII Kisol dilaksanakan dengan dua siklus, melalui tahapan perencanaan, pelaksanaan tindakan, pengamatan, dan refleksi. Setiap siklus dilakukan perbaikan atas implementasi model pembelajaran paradigma pedagogik reflektif; (2) ada peningkatan yang signifikan kemampuan berpikir kritis siswa kelas IX A SMPS Seminari Pius XII Kisol melalui implementasi model pembelajaran paradigma pedagogik reflektif melalui *pretest* dan *posttest* (nilai *asympt sig. (2-tailed)* = 0,000 < α = 0,05); (3) ada peningkatan yang signifikan minat belajar siswa kelas IX A SMPS Seminari Pius XII Kisol melalui implementasi model pembelajaran paradigma pedagogik reflektif (nilai *sig. (2-tailed)* = 0,000 < α = 0,05).

Kata kunci: Model pembelajaran paradigma pedagogik reflektif, kemampuan berpikir kritis, dan minat belajar

ABSTRACT

IMPLEMENTATION OF A REFLECTIVE PEDAGOGICAL PARADIGM LEARNING MODEL TO IMPROVE CRITICAL THINKING SKILLS AND LEARNING INTEREST OF STUDENTS OF SMPS SEMINARI PIUS XII KISOL CLASS IXA IN SOCIAL SCIENCE SUBJECTS

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This study aims to determine: (1) the implementation of the reflective pedagogical paradigm learning model in class IX A SMPS Seminari Pius XII Kisol; (2) the improvement of critical thinking skills of students in class IX A SMPS Seminari Pius XII Kisol through the implementation of the reflective pedagogical paradigm learning model; (3) the improvement of learning interest of students in class IX A SMPS Seminari Pius XII Kisol through the implementation of the reflective pedagogical paradigm learning model. The type of research is classroom action research. The research was conducted at SMPS Seminari Pius XII Kisol in April 2024. The research subjects were students of class IX A SMPS Seminari Pius XII Kisol. Data collection methods were tests, questionnaires, observation, documentation. Data analysis techniques are Wilcoxon Test and Paired Sample t-test.

The results showed that: (1) the implementation of the reflective pedagogical paradigm learning model with the topic of international trade in class IX A SMPS Seminari Pius XII Kisol was carried out with two cycles, through the stages of planning, action implementation, observation, and reflection. Each cycle made improvements to the implementation of the reflective pedagogical paradigm learning model; (2) there was a significant increase in the critical thinking skills of students in class IX A SMPS Seminari Pius XII Kisol through the implementation of the reflective pedagogical paradigm learning model through pretest and posttest (asymptotic sig. (2-tailed) = .000 < α = .05); (3) there is a significant increase in students' interest in learning class IX A SMPS Seminari Pius XII Kisol through the implementation of the reflective pedagogical paradigm learning model (sig value. (2-tailed) = 0.000 < α = .05).

Keywords: *Reflective pedagogical paradigm learning model, critical thinking skills, and learning interest*