# HUBUNGAN KEMAMPUAN BERPIKIR KRITIS SISWA DENGAN PEMAHAMAN KONSEP MATEMATIKA PADA SISWA KELAS III SEKOLAH DASAR

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## ABSTRAK

Penelitian diselesaikan di SD se-gugus II Kotabaru dan sampel yang digunakan *simple purfosive sampling* dan menggunakan Slovin. Berdasarkan Slovin 10% dari 549 adalah 54,9 maka peneliti memilih SDN Sarimulya I sebagai sampel karena jumlah siswa mendekati dengan jumlah yang sudah di tentukan. Metode penelitian ini menggunakan penelitian korelasional yang menguji hubungan variabel bebas dengan variabel terikat.

Berdasarkan hasil deskriptif statistik rata-rata kemampuan berpikir kritis adalah 81,43, nilai modus 86,67 dan nilai tengah 80. Sedangkan pada kemampuan pemahaman konsep rata-ratanya 82,25, nilai modus 86 dan nilai tengah 86. hasil uji normalitas kemampuan berpikir kritis menunjukkan nilai L hitung untuk uji normalitas, Lhitung 0,104 lebih kecil dari nilai L tabel yaitu 0,118 sehingga $H_0$ diterima dan berdistribusi normal. sedangkan uji normalitas pemahaman konsep menunjukkan nilai L hitung yaitu 0,184 lebih besar dari nilai L tabel yaitu 0,118 sehingga $H_0$ dapat ditolak. artinya hasil kemampuan berpikir kritis berasal dari populasi yang berdistribusi tidak normal.

hasil analisis uji t diperoleh $t_{hitung}$ sebesar 0,549 dan $t_{tabel}$ sebesar 1,673 artinya terdapat hubungan yang positif antara variabel kemampuan berpikir kritis dengan pemahaman konsep matematika karena $t_{hitung} < t_{tabel}$ yaitu 0,549 < 1,673. Koefisien determinan sebesar 0,006, menerangkan bahwa 0,006, merangkan bahwa 0,6% variansi variabel kemampuan berpikir kritis ditentukan oleh pemahaman konsep. Dari hasil perhitungan analisis di atas dapat disimpulkan bahwa tidak terdapat hubungan antara variabel kemampuan berpikir kritis siswa dengan pemahaman konsep.

**Kata Kunci : Kemampuan berpikir kritis, Pemahaman konsep**

# *THE RELATIONSHIP OF STUDENTS' CRITICAL THINKING ABILITY WITH UNDERSTANDING OF MATHEMATICS CONCEPTS IN CLASS III STUDENTS OF ELEMENTARY SCHOOL*

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***ABSTRACK***

*The study was completed in primary schools in cluster II Kotabaru and the sample used was simple purfosive sampling and Slovin was used. Based on 10% Slovin from 549 is 54.9, the researcher chose Sarimulya I Elementary School as the sample because the number of students is close to the number that has been determined. This research method uses correlational research which examines the relationship between the independent variable and the dependent variable.*

*Based on the statistical descriptive results, the average critical thinking ability is 81.43, the mode value is 86.67 and the median value is 80. Meanwhile, the average concept understanding ability is 82.25, the mode value is 86 and the median value is 86. The results of the normality test of thinking skills The critical value shows the L count for the normality test, Lcount is 0.104 smaller than the L table value, which is 0.118 so that H0 is accepted and has a normal distribution. while the normality test for understanding the concept shows the calculated L value is 0.184 which is greater than the table L value is 0.118 so that H0 can be rejected. This means that the results of critical thinking skills come from a population that is not normally distributed.*

*the results of the t-test analysis obtained tcount of 0.549 and ttable of 1.673, meaning that there is a positive relationship between the variables of critical thinking ability and understanding of mathematical concepts because tcount < ttable is 0.549 <1.673. The coefficient of determinant is 0.006, explaining that 0.006, indicating that 0.6% of the variance of the critical thinking ability variable is determined by understanding the concept. From the results of the analysis above, it can be concluded that there is no relationship between the variables of students' critical thinking skills and understanding of concepts.*

***Keywords: Critical thinking ability, Concept understanding***