

ABSTRAK

Penelitian ini dilatar belakangi oleh rendahnya kemampuan berpikir kritis, motivasi serta hasil belajar siswa di kelas X Kuliner 3 pada mata pelajaran pengolahan dan penyajian makanan. Penelitian ini memiliki tujuan untuk mengetahui perbedaan kemampuan berpikir kritis, motivasi serta hasil belajar melalui penerapan model pembelajaran TGT berbantuan *question card* pada mata pelajaran pengolahan dan penyajian makanan. Pada penelitian ini menerapkan metode kuantitatif dengan rancangan *one group pretest – posttest design* dengan menggunakan teknik *sampling* yaitu *purposive sampling*. Responden penelitian ini adalah siswa kelas X Kuliner 3 berjumlah 44 siswa di SMK Pratama Widya Mandala. Hasil penelitian pada *pretest* kemampuan berpikir kritis terdapat perbedaan di peroleh rata-rata 14,30 sedangkan pada *posttest* 18,76 dan dari hasil pengukuran secara deskriptif terdapat peningkatan sebesar 4,66. Pada *pretest* motivasi diperoleh rata-rata sebesar 13,79 dan *posttest* 18,79. Dari hasil pengukuran secara deskriptif terdapat peningkatan sebesar 5,00. Pada *pretest* hasil belajar siswa mendapatkan rata-rata 66,06 sedangkan pada *posttest* mendapatkan rata-rata 81,02. Dari hasil pengukuran deskriptif terdapat peningkatan sebesar 14,96. Pada uji *paired simple t-test* yang membandingkan *pretest – posttest* kemampuan berpikir kritis, motivasi, dan hasil belajar siswa menunjukkan signifikansi sebesar $0,000 < 0,05$ sehingga disimpulkan terdapat perbedaan kemampuan berpikir kritis, motivasi serta hasil belajar melalui penerapan model pembelajaran TGT berbasis *question card*. Penelitian ini disarankan untuk guru yang memiliki peran dalam menciptakan lingkungan belajar aktif, menyenangkan dan kondusif serta disarankan untuk sekolah yang memiliki peran dalam memfasilitasi pelaksanaan pembelajaran inovatif.

Kata kunci: Kemampuan berpikir kritis, motivasi, hasil belajar, TGT, *question card*

ABSTRACT

This study was motivated by the low critical thinking skills, motivation, and learning outcomes of students in Class X Culinary 3 in the subject of food processing and presentation. The purpose of this study is to determine the differences in critical thinking skills, motivation, and learning outcomes through the application of the TGT learning model assisted by question cards in the subject of food processing and presentation. This study employs a quantitative method with a one-group pretest-post-test design using purposive sampling. The respondents in this study were 44 students in Class X Culinary 3 at SMK Pratama Widya Mandala. The results of the pretest on critical thinking skills showed a difference, with an average score of 14.30 in the pretest and 18.76 in the post-test, indicating an increase of 4.66 based on descriptive measurement. In the motivation pretest, the average score was 13.79, while in the post-test, it was 18.79. According to the descriptive measurement results, there was an increase of 5.00. In the pretest, the students' learning outcomes had an average score of 66.06, while in the post-test, it was 81.02. According to the descriptive measurement results, there was an increase of 14.96. The paired simple t-test, which compared the pretest and post-test scores for critical thinking skills, motivation, and student learning outcomes, revealed a significance level of 0.000, which is less than 0.05. This indicates that there was a significant difference in critical thinking skills, motivation, and learning outcomes as a result of applying the TGT learning model using question cards. This study is recommended for teachers who play a role in creating an active, enjoyable, and conducive learning environment, as well as for schools that facilitate innovative learning.

Keywords: *critical thinking skills, motivation, learning outcomes, TGT, question cards*