ABSTRACT

IWAN SETIAWAN. ***Analysis of Mathematical Critical Thinking Ability through Means End Analysis (MEA) Learning Model***

The use of less precise learning models makes the learning process less effective that can affect students' mathematical critical thinking skills. Therefore, in the process of learning mathematics, it is necessary to change the learning model that can improve students' mathematical critical thinking skills. One of learning models that can affect mathematical critical thinking skills is the Means End Analysis (MEA) learning model. The objectives of this study are (1) To examine the steps of the MEA model in the learning process (2) To assess students' critical thinking skills through the MEA learning model (3) To examine the implementation of the MEA learning model in improving mathematical critical thinking skills. The research conducted by literature research, qualitative research methods in this study are using the documentation method. The sources of data used in this study are primary and secondary data sources. Based on the results of data analysis, it can be concluded that the Means-Ends Analysis learning model of critical thinking skills can make students to think actively about solving a problem in logical solution. So that, they can take decision-making actions by considering science in order to provide a reasonable and meaningful argument or reason. Means-Ends Analysis in relation to students' critical thinking skills when applied in the learning process will result in: Identification of the difference between the Current State and Goal State, the organization of the Subgoals goal state, and the choice of operator or solution.

Keywords: Mathematical Critical Thinking Ability and Means End Analysis (MEA) Learning Model