

IMPLEMENTATION ANALYSIS OF LEARNING MODEL MEANS END ANALYSIS (MEA) IN AN EFFORT TO IMPROVE STUDENT'S CRITICAL THINKING ABILITY

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ABSTRACT

This research is motivated by problems regarding the lack of student activity in learning and the selection of learning methods by teachers who are not appropriate can result in less honing of critical thinking skills in students. The purpose of this study is to review the literature on the use of the Means End Analysis learning model in an effort to improve students' critical thinking skills. The research method used in this study uses a literature study or literature study with a qualitative approach. The data collection techniques used are editing, organizing and finding. Data analysis techniques were carried out inductively and deductively. Based on the results obtained in this study, critical thinking skills are abilities that exist in individuals in expressing ideas and ideas, critical thinking is used to solve problems and find the best way to solve a problem. Critical thinking skills play an important role in answering problems in learning by formulating problems, analyzing and solving problems given by the teacher. One of the appropriate and successful models in improving students' critical thinking skills is the Means End Analysis (MEA) model which is a problem solving model by analyzing in a simple way to get results. The results showed that the Means End Analysis (MEA) model was able to improve students' critical thinking skills, because learning was carried out using the Means End Analysis (MEA) model, the teacher was able to develop learning and students were more active in expressing their thoughts and were also able to solve problem solving in learning problems.

Keywords : Means End Analysis, Critical Thinking