

ABSTRACT
IMPROVING MATHEMATICAL CRITICAL THINKING ABILITY
AND SELF-CONCEPT OF HIGH SCHOOL STUDENTS
THROUGH CONCEPT ACHIEVEMENT MODEL

By

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The purposes of this study are 1) to determine the improvement of high school students critical thinking skills through the Concept Attainment model more than conventional learning, 2) to determine the Self-concept of high school students who received the Concept Attainment model better than students who received conventional learning, 3) to determine the correlation between mathematical critical thinking skills and Self-concept of high school students who obtained the Concept Attainment learning model. The research method used is quasi-experimental (quasi-experimental) with a non-equivalent Kontrol group design type of research. The subjects of this study were students of class XI SMA Negeri 18 Bandung in the academic year 2021-2022. With a sample of 30 students in the experimental class, and 30 students in the Kontrol class. After the results of the analysis of the instrument trial were declared to meet the requirements of the question rules. The collected data is then processed using IBM SPSS 26.0 Software for Windows. Based on the analysis of the research data, it can be concluded that 1) the improvement of students' critical thinking skills who receive the Concept Attainment learning model is better than the improvement of the critical thinking skills of students who receive the conventional learning method with the expository learning model, 2) The Self-concept of students who receive the Concept Attainment learning method better than students who get conventional learning models with expository learning methods, 3) there is a positive correlation between mathematical critical thinking abilities and students' Self-concepts through the Concept Attainment learning method with moderate criteria.

Keyword: *Mathematical Critical Thinking Ability, Self-concept Learning, Concept Attainment Learning*