

ABSTRACT

Diky Muhamad Purnama. (2023). ***Improving Critical Thinking Skills and Self-Regulated Learning of High School Students Through the Connecting, Organizing, Reflecting, and Extending (CORE) Model.***

This study aims to: (1) find out whether students' mathematical critical thinking skills who receive the Connecting, Organizing, Reflecting, Extending (CORE) learning model are better than students who receive conventional learning models; (2) Knowing whether the self-regulated learning of students who get the Connecting, Organizing, Reflecting, Extending (CORE) model is higher than students who get conventional learning; (3) Knowing whether the self-regulated learning of students who get the Connecting, Organizing, Reflecting, Extending (CORE) model is higher than students who get conventional learning. The method used in this study was a quasi-experimental method with a non-equivalent control group design. The population in this study were all students of class XI SMA Negeri 1 Purwakarta. The research sample consisted of 2 classes. Obtained by class XI IPA 7 as an experimental class that received a Connecting, Organizing, Reflecting, Extending (CORE) model and class XI IPA 8 as a control class that received a conventional learning model. The instruments used in this study were in the form of test questions for critical thinking skills and self-regulated learning scales. The collected data is then processed using IBM SPSS 26 for windows software. The results showed that: (1) the increase in students' mathematical critical thinking skills who received the Connecting, Organizing, Reflecting, Extending (CORE) learning model was higher than students who received the conventional learning model; (2) the self-regulated learning of students who get the Connecting, Organizing, Reflecting, Extending (CORE) learning model is better than students who get conventional learning models; (3) there is a correlation between the ability to think critically mathematically and the self-regulated learning of students who obtain the CORE learning model and there is no correlation between the ability to think critically mathematically and the self-regulated learning of students who obtain the conventional learning model.

Keywords: *Connecting, Organizing, Reflecting, Extending (CORE), mathematical critical thinking skills, self-regulated learning.*