ABSTRAK

WINDIANI: Peningkatan Kemampuan Berpikir Kritis dan Keaktifan Belajar Matematis Siswa Melalui Model *Three-Step Interview* Berbantuan Media Video Animasi. **Program Studi Pendidikan Matematika FKIP Universitas Malikussaleh, 2026.**

Kemampuan berpikir kritis yang masih rendah serta keaktifan belajar matematis yang belum optimal diakibatkan oleh proses pembelajaran yang masih belum melibatkan siswa secara aktif. Mengatasi permasalahan tersebut, dibutuhkan model pembelajaran yang dapat mengembangkan kemampuan berpikir kritis dan keaktifan belajar matematis siswa, salah satunya yaitu model pembelajaran *Three-Step Interview*. Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan berpikir kritis dan keaktifan belajar matematis siswa dengan model *Three-Step Interview* berbantuan media video animasi lebih baik daripada siswa yang memperoleh pembelajaran konvensional. Penelitian menggunakan metode kuantitatif dengan jenis penelitian eksperimen. Desain yang digunakan adalah *quasi experimental design* dengan bentuknya ialah *Nonequivalent Control Group Design*. Penelitian dilakukan di MTsS Jabal Nur pada tahun ajaran 2025/2026 dengan populasi seluruh siswa kelas VIII dan terdapat dua kelas yang dipilih sebagai sampel yaitu VIII-E sebagai kelas eksperimen dan VIII-F sebagai kelas kontrol. Teknik pengambilan sampel yang digunakan adalah *purposive sampling*. Kelas eksperimen memperoleh pembelajaran dengan model *Three-Step Interview* berbantuan media video animasi sedangkan kelas kontrol memperoleh pembelajaran konvensional. Instrumen yang digunakan berupa soal tes kemampuan berpikir kritis matematis dan angket keaktifan belajar matematis. Teknik analisis data pada soal tes kemampuan berpikir kritis matematis menggunakan uji *welch's t-test* sedangkan pada angket keaktifan belajar matematis menggunakan uji non-parametrik *mann-whitney*. Hasil uji *welch's t-test* dan *mann-whitney* diperoleh nilai sig. sebesar 0,000 dan 0,001, kedua nilai *sig.* $<$ 0,05, sehingga H_0 ditolak dan H_1 diterima yang berarti peningkatan kemampuan berpikir kritis dan keaktifan belajar matematis siswa dengan model *Three-Step Interview* berbantuan media video animasi lebih baik daripada siswa yang memperoleh pembelajaran konvensional.

Kata Kunci: Kemampuan berpikir kritis matematis siswa, Keaktifan belajar matematis siswa, Model *Three-Step Interview*, Media video animasi

ABSTRACT

WINDIANI: *The Improvement of Students' Mathematical Critical Thinking Skills and Mathematical Learning Activeness Through the Three-Step Interview Model Assisted by Animated Video Media.* ***Mathematics Education Study Program, Faculty of Teacher Training and Education, Malikussaleh University, 2026.***

Students' low critical thinking skills and less-than-optimal mathematical learning activeness are caused by learning processes that do not actively engage students. To address this problem, a learning model that can enhance students' critical thinking skills and mathematical learning activeness is needed, one of which is the Three-Step Interview learning model. This study aimed to determine whether the improvement in students' mathematical critical thinking skills and mathematical learning activeness through the Three-Step Interview model assisted by animated video media was better than that of students who received conventional instruction. This study employed a quantitative approach with an experimental research design. The design used was a quasi-experimental design in the form of a Nonequivalent Control Group Design. The research was conducted at MTsS Jabal Nur in the 2025/2026 academic year, with all eighth-grade students as the population. Two classes were selected as the samples: Class VIII-E as the experimental class and Class VIII-F as the control class. The sampling technique used was purposive sampling. The experimental class received instruction through the Three-Step Interview model assisted by animated video media, while the control class received conventional instruction. The research instruments consisted of a mathematical critical thinking skills test and a mathematical learning activeness questionnaire. Data analysis for the mathematical critical thinking skills test employed Welch's t-test, whereas data analysis for the mathematical learning activeness questionnaire employed the non-parametric Mann-Whitney test. The results of Welch's t-test and the Mann-Whitney test yielded significance values of 0.000 and 0.001, respectively. Since both significance values were < 0.05, H_0 was rejected and H_1 was accepted. This indicates that the improvement in students' mathematical critical thinking skills and mathematical learning activeness through the Three-Step Interview model assisted by animated video media was better than that of students who received conventional instruction.

Keywords: *students' mathematical critical thinking skills, students' mathematical learning activeness, Three-Step Interview Model, animated video media.*