

ABSTRAK

Alfiana Hasan, 2025. Pengaruh Metode Debat Dalam Pembelajaran Pendidikan Pancasila Untuk Meningkatkan Keterampilan Berfikir Kritis Dan Pengelolaan Emosi Siswa Kelas XI UPT SMAN 9 Jeneponto. Skripsi. Program Studi Pendidikan Pancasila Dan Kewarganegaraan Fakultas Keguruan Dan Ilmu Pendidikan. Universitas Muhammadiyah Makassar. Pembimbing 1 Rismawati, Pembimbing 2 Abdul Azis.

Penelitian ini bertujuan untuk mengetahui pengaruh metode debat dalam pembelajaran Pendidikan Pancasila terhadap peningkatan keterampilan berfikir kritis dan pengelolaan emosi siswa kelas XI UPT SMAN 9 Jeneponto. Latar belakang penelitian ini di dasari oleh pentingnya mengembangkan kemampuan berfikir kritis dan kecerdasan emosi siswa di era saat ini, dimana siswa tidak hanya di tuntut secara akademik , tetapi juga mampu mengelola emosi dengan baik. Metode yang di gunakan dalam penelitian ini adalah kuantitatif (Quasi Ekserimen), dengan dua kelompok yaitu kelas eksperimen dan kelas kontrol. Teknik pengumpulan data dilakukan melalui tes untuk keterampilan berfikir kritis, observasi untuk pengelolaan emosi dan angket sebagai penilaian diri siswa dalam menilai diri mereka terkait berfikir kritis dan pengelolaan emosi setelah di terapkannya metode debat.

Penelitian menunjukkan perbedaan signifikan antara hasil pre-test dan post-test pada kelas eksperimen dan kontrol. Di kelas eksperimen, siswa yang memperoleh nilai tinggi meningkat dari 25% menjadi 75%, sedangkan di kelas kontrol hanya naik dari 21,88% menjadi 28,13%. Hasil angket menunjukkan bahwa metode debat efektif meningkatkan pengelolaan emosi siswa. Sebanyak 78,2% siswa mampu mengendalikan emosi saat dikritik, 46,9% tidak mudah tersinggung saat argumen dibantah, dan 71,9% menerima hasil debat dengan sportif. Meskipun 53,1% masih merasa gugup saat berdebat dan 56,3% netral dalam menjaga profesionalisme, mayoritas menunjukkan empati (62,5%) dan menjaga hubungan baik (68,8%).

Metode debat terbukti efektif dalam meningkatkan keterampilan berpikir kritis dan pengelolaan emosi. Siswa kelas eksperimen menunjukkan peningkatan dalam menyusun argumen logis, mengevaluasi pandangan, dan bersikap objektif. Mereka juga lebih mampu mengendalikan emosi, menunjukkan empati, percaya diri, dan merespons perbedaan pendapat secara dewasa.

Kata kunci : *Metode Debat, Pendidikan Pancasila, Berfikir Kritis, Pengelolaan Emosi, Siswa*

ABSTRACT

Alfiana Hasan, 2025. The Influence of the Debate Method in Civic Education Learning to Improve Critical Thinking Skills and Emotional Management of Grade XI Students at UPT SMAN 9 Jeneponto. Undergraduate Thesis. Pancasila and Civic Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervisor 1: Rismawati, S.Pd., M.Pd; Supervisor 2: Dr. Abdul Azis, M.Pd.

This study aims to determine the effect of the debate method in Civics Education learning on the improvement of critical thinking skills and emotional management of 11th grade students at UPT SMAN 9 Jeneponto. The background of this study is based on the importance of developing students' critical thinking and emotional intelligence skills in today's era, where students are not only expected to excel academically but also to manage their emotions well. The method used in this study is quantitative (Quasi-Experimental), with two groups: the experimental group and the control group. Data collection techniques included tests for critical thinking skills, observations for emotional management, and questionnaires as self-assessments by students to evaluate their critical thinking and emotional management skills after the debate method was implemented.

The study shows a significant difference between the pre-test and post-test results in both the experimental and control classes. In the experimental class, the percentage of students achieving high scores increased from 25% to 75%, while in the control class, it only rose from 21.88% to 28.13%. Questionnaire results indicate that the debate method effectively enhances students' emotional regulation. A total of 78.2% of students reported being able to control their emotions when criticized, 46.9% were not easily offended when their arguments were challenged, and 71.9% accepted debate outcomes with sportsmanship. Although 53.1% still felt nervous during debates and 56.3% remained neutral regarding professionalism, the majority showed empathy (62.5%) and maintained good relationships (68.8%).

The debate method proved effective in enhancing both critical thinking skills and emotional regulation. Students in the experimental class showed improvement in constructing logical arguments, evaluating others' viewpoints, and drawing objective conclusions. They also demonstrated better emotional control, empathy, confidence in expressing opinions, and maturity in responding to differing perspectives.

Keywords: *Debate Method, Pancasila Education, Critical Thinking, Emotional Regulation, Students.*