

**PENGARUH MODEL PEMBELAJARAN INKUIRI TERBIMBING
BERBANTUAN MEDIA INTERAKTIF *GOOGLE SITES* TERHADAP
HASIL BELAJAR DAN KETERAMPILAN BERPIKIR KRITIS SISWA
PADA PEMBELAJARAN GEOGRAFI DI SEKOLAH MENENGAH ATAS**

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ABSTRAK

Penelitian ini bertujuan menganalisis: (1) penerapan model pembelajaran inkuiri terbimbing berbantuan media interaktif *Google Sites* dalam pembelajaran geografi, dan (2) pengaruhnya terhadap hasil belajar dan (3) keterampilan berpikir kritis siswa pada pembelajaran geografi. Penelitian ini dilakukan di SMA Negeri 1 Sukasada Buleleng. Penelitian dirancang sebagai penelitian eksperimen semu (Quasi Experimental Design) dengan tipe *Non Equivalent Control Group Design*. Sampel kelas ditentukan secara random sederhana pada pasangan kelas yang setara, dan terpilih kelas XI-IPS C sebagai kelas eksperimen (E) dan kelas XI-IPS D sebagai kelas kontrol (K). Data dikumpulkan dengan metode observasi, tes dan dokumentasi, kemudian dianalisis dengan teknik deskriptif kualitatif dan analisis inferensial menggunakan uji-t. Hasil penelitian menunjukkan bahwa: (1) Model pembelajaran inkuiri terbimbing berbantuan media interaktif *Google Sites* dalam pembelajaran geografi dapat diterapkan guru dengan kriteria sangat baik (85,82), (2) Penerapan model pembelajaran inkuiri terbimbing berbantuan media interaktif *Google Sites* berpengaruh signifikan terhadap hasil belajar siswa ($0,000 < 0,05$), dan (3) keterampilan berpikir kritis siswa ($0,000 < 0,05$). Berdasarkan hasil tersebut, model pembelajaran inkuiri terbimbing berbantuan media interaktif *Google Sites* dapat dijadikan sebagai referensi model pembelajaran yang dikolaborasi dengan media interaktif bagi guru geografi SMA dalam upaya meningkatkan hasil belajar dan keterampilan berpikir kritis siswa dalam mata pelajaran geografi.

Kata Kunci: inkuiri terbimbing, *Google Sites*, hasil belajar, berpikir kritis, pembelajaran geografi

***THE INFLUENCE OF GUIDED INQUIRY LEARNING MODEL
ASSISTED WITH INTERACTIVE MEDIA GOOGLE SITES ON
STUDENTS' LEARNING OUTCOMES AND CRITICAL THINKING
SKILLS IN GEOGRAPHY LEARNING IN HIGH SCHOOL***

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ABSTRAC

This research aims to analyze: (1) the application of the guided inquiry learning model assisted by Google Sites interactive media in geography learning, (2) its influence on learning outcomes, and (3) students' critical thinking skills in geography learning. This research was conducted at SMA Negeri 1 Sukasada Buleleng. The study was designed as a quasi-experimental research (Quasi-Experimental Design) with the Non-Equivalent Control Group Design type. Class samples were determined by simple random in pairs of equal classes, and class XI-IPS C was selected as the experimental class (E) and class XI-IPS D as the control class (K). Data was collected using observation, tests, and documentation methods, then analyzed using qualitative descriptive techniques and inferential analysis using the t-test. The results of the research show that: (1) The guided inquiry learning model assisted by Google Sites interactive media in geography learning can be applied by teachers with perfect criteria (85.82), (2) The application of the guided inquiry learning model assisted by Google Sites interactive media has a significant effect on the results student learning ($0.000 < 0.05$), and (3) student critical thinking skills ($0.000 < 0.05$). Based on these results, the guided inquiry learning model assisted by Google Sites interactive media can be used as a reference learning model that collaborates with interactive media for high school geography teachers to improve student's learning outcomes and critical thinking skills in geography subjects.

Keywords: *guided inquiry, Google Sites, learning outcomes, critical thinking, geography learning*