ABSTRAK

Parwati, Gusti Ayu Putu Ulan (2024), Pengaruh Model Pembelajaran Inkuiri Terbimbing terhadap Keterampilan Berpikir Kritis dan Sikap Ilmiah Siswa dalam Pembelajaran IPA. Tesis, Penelitian dan Evaluasi Pendidikan Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: model pembelajaran inkuiri terbimbing, keterampilan berpikir kritis, sikap ilmiah.

Penelitian ini bertujuan untuk mendeskripsikan pengaruh model pembelajaran inkuiri terbimbing terhadap keterampilan berpikir kritis dan sikap ilmiah siswa dalam pembelajaran IPA. Jenis penelitian ini adalah *quasi experiment* dengan *posttest only control group design*. Populasi penelitian ini sebanyak tiga kelas (75 siswa) kelas VIII di SMP Widiatmika tahun pelajaran 2023/2024. Sampel penelitian ini diambil dengan teknik *random sampling* sebanyak dua kelas (49 siswa). Instrumen yang digunakan untuk mengukur keterampilan berpikir kritis adalah tes uraian sedangkan sikap ilmiah diukur dengan menggunakan kuisioner. Hasil uji coba lapangan diperoleh hasil reliabilitas instrumen keterampilan berpikir kritis dan sikap ilmiah masing-masing sebesar r = 0,927 (sangat baik) dan r = 0,900 (sangat baik). Hasil *posttest* yang diperoleh kemudian dianalisis deskripsi dan analisis statistic. Sebelum uji hipotesis, dilakukan uji asumsi. Hipotesis pertama dengan analisis MANOVA (Multivariate Analysis of Variance) Hipotesis kedua dan ketiga dengan analisis *test between-subjects effects* yang menampilkan hasil uji ANAVA Satu Jalur. Simpulan penelitian ini adalah 1) terdapat perbedaan keterampilan berpikir kritis dan sikap ilmiah secara bersama-sama antara peserta didik yang belajar dengan model pembelajaran inkuiri terbimbing dan model pembelajaran *direct instruction*, 2) terdapat perbedaan keterampilan berpikir kritis antara peserta didik yang belajar dengan model pembelajaran inkuiri terbimbing dan model pembelajaran *direct instruction*, dan 3) terdapat perbedaan keterampilan berpikir kritis antara peserta didik yang belajar dengan model pembelajaran inkuiri terbimbing dan model pembelajaran *direct instruction*.

ABSTRACT

Parwati, Gusti Ayu Putu Ulan (2024), *The Influence of the Guided Inquiry Learning Model on Students' Critical Thinking Skills and Scientific Attitudes in Science Learning. Thesis, Research and Evaluation of Postgraduate Program Education, Ganesha University of Education.*

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Keywords: *guided inquiry learning model, critical thinking skills, scientific attitude*.

This study aims to describe the effect of guided inquiry learning model on critical thinking skills and scientific attitudes of students in science learning. This type of research is a quasi experiment with a posttest only control group design. The population of this study was three classes (75 students) of grade VIII at SMP Widiatmika in the 2023/2024 academic year. The sample of this study was taken using a random sampling technique of two classes (49 students). The instrument used to measure critical thinking skills was a descriptive test while scientific attitudes were measured using a questionnaire. The results of the field trial obtained the reliability results of the critical thinking skills and scientific attitudes instruments of r = 0.927 (very good) and r = 0.900 (very good), respectively. The posttest results obtained were then analyzed for description and statistical analysis. Before the hypothesis test, an assumption test was carried out. The first hypothesis with MANOVA (Multivariate Analysis of Variance) analysis The second and third hypotheses with test betweet-subjects effects analysis which displays the results of the One-Way ANOVA test. The conclusion of this study is 1) there are differences in critical thinking skills and scientific attitudes simultaneously between students who learn with guided inquiry learning models and direct instruction learning models, 2) there are differences in critical thinking skills between students who learn with guided inquiry learning models and direct instruction learning models, and 3) there are differences in critical thinking skills between students who learn with guided inquiry learning models and direct instruction learning models.