

**PENGARUH MODEL PEMBELAJARAN INKUIRI TERBIMBING
TERHADAP KETERAMPILAN BERPIKIR KRITIS SISWA PADA
PEMBELAJARAN FISIKA KELAS X MIPA DI SMA NEGERI 3
SINGARAJA**

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan (1) perbedaan keterampilan berpikir kritis antara siswa yang belajar dengan model pembelajaran inkuiri terbimbing dan siswa yang belajar dengan model pembelajaran langsung, (2) perbedaan keterampilan berpikir kritis antara siswa yang belajar dengan model pembelajaran inkuiri terbimbing dan siswa yang belajar dengan model pembelajaran langsung setelah dilakukan pengendalian terhadap skor *pretest*, (3) kontribusi yang signifikan skor *pretest* terhadap keterampilan berpikir kritis antara siswa yang belajar dengan model pembelajaran inkuiri terbimbing dan siswa yang belajar dengan model pembelajaran langsung. Penelitian ini termasuk penelitian *quasi eksperimen* menggunakan desain *one way non-equivalent pretest-posttest control group design*. Populasi dalam penelitian ini adalah seluruh siswa kelas X MIPA di SMA Negeri 3 Singaraja tahun ajaran 2018/2019 sebanyak 4 kelas, sejumlah 117 siswa dengan sampel sebanyak 59 siswa yang meliputi 30 siswa di kelas eksperimen dan 29 siswa di kelas kontrol. Data dianalisis menggunakan analisis deskriptif, analisis varian (ANOVA) satu jalur, analisis kovarian (ANAKOVA) satu jalur dan Regresi sederhana. Hasil penelitian menunjukkan beberapa temuan, yaitu: (1) terdapat perbedaan yang signifikan keterampilan berpikir kritis fisika antara siswa yang belajar dengan model pembelajaran inkuiri terbimbing dan siswa yang belajar dengan model pembelajaran langsung ($F = 20,173$; $p < 0,05$). 2) setelah dilakukan pengendalian terhadap skor *pretest*, terdapat perbedaan yang signifikan keterampilan berpikir kritis fisika antara siswa yang belajar dengan model pembelajaran inkuiri terbimbing dan siswa yang belajar dengan model pembelajaran langsung ($F^* = 44,215$; $p < 0,05$). Uji lanjut menunjukkan nilai rata-rata (LSD = 2,362; $\Delta\mu = 8,089$) kelompok MPIT signifikan lebih tinggi dibandingkan kelompok MPL. 3) terdapat kontribusi yang signifikan skor *pretest* terhadap keterampilan berpikir kritis fisika siswa yang belajar dengan model pembelajaran inkuiri terbimbing dan siswa yang belajar dengan model pembelajaran langsung ($F_{reg} = 13,941$; $p < 0,05$). Variabel kovariat (*pretest*) memberikan kontribusi terhadap *posttest* sebesar 33% dan sisanya dipengaruhi oleh variabel lain.

Kata kunci: inkuiri terbimbing, keterampilan berpikir kritis

**THE EFFECT OF GUIDED INQUIRY LEARNING MODEL ON STUDENTS
CRITICAL THINKING SKILLS IN LEARNING PHYSICS IN GRADE X
SCIENCE OF SMA NEGERI 3 SINGARAJA**

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ABSTRACT

This study aims to describe (1) the differences in critical thinking skills between students who study with guided inquiry learning models and students who studied with direct learning models (2) the differences in critical thinking skills between students who study with guided inquiry learning models and students who studied with direct learning model after controlling for pretest scores. (3) the significant contribution of pretest scores to critical thinking skills between students who study with guided inquiry learning models and students who study with direct learning models. This study included quasi-experimental research using one-way non-equivalent pretest-posttest control group design. The population in this study were all students of class X MIPA in SMA Negeri 3 2018/2019 school year as many as 4 classes, the total of students is 117 students with a sample of 59 students which included 30 students in the experimental class and 29 students in the control class. Data were analyzed using descriptive analysis and one-way covariance (ANAKOVA) analysis. The results showed that several findings: (1) there were significant differences in physical thinking skills between students who studied with guided inquiry learning models and students who studied with direct learning models ($F = 20,173$; $p < 0,05$), (2) after controlling the pretest score, there were significant differences in critical thinking skills between students who studied with guided inquiry learning models and students who studied with the direct learning model ($F^ = 44,215$; $p < 0,05$). The further test showed that the mean score ($LSD = 2,362$; $\Delta\mu = 8,089$) of the MPIT group was significantly higher than the MPL group, (3) there was a significant contribution of pretest scores to the physics critical thinking skills of students who studied with guided inquiry learning models and students who studied with a direct learning model ($F_{reg} = 13,941$; $p < 0,05$). The covariate variable (pretest) contributed ro the posttest by 33% and the rest was influenced by other variables.*

Keywords: *guided inquiry, critical thinking skills.*