

**PENERAPAN METODE *GUIDED DISCOVERY LEARNING* UNTUK
MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS DAN HASIL
BELAJAR BIOLOGI PESERTA DIDIK DI SMAN 1 PARUNGPAJANG**

Oleh

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ABSTRAK

Metode *Guided Discovery Learning* (GDL) merupakan metode pembelajaran yang sangat efektif digunakan, karena pembelajaran ini meningkatkan kemandirian belajar dan rasa tanggung jawab peserta didik terhadap proses pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan metode *Guided Discovery Learning* terhadap peningkatan keterampilan berpikir kritis dan hasil belajar biologi peserta didik kelas X di SMAN 1 Parungpanjang. Penelitian ini didasari oleh rendahnya keaktifan peserta didik sebanyak 29 peserta didik (80,6%) dan 27 peserta didik (75%) minat belajar masih rendah, serta rendahnya hasil belajar biologi yang belum mencapai KKTP. Penelitian ini menggunakan quasi eksperimental dengan rancangan *treatment by subject design*. Sampel penelitian terdiri dua kelas, yaitu kelas eksperimen yang menggunakan metode *Guided Discovery Learning* dan kelas kontrol yang menggunakan metode konvensional. Instrumen pengumpulan data meliputi penilaian keterampilan berpikir kritis dan tes hasil belajar kognitif biologi. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada keterampilan berpikir kritis di kelas eksperimen dan kelas kontrol sebesar 6,846 pada nilai t dan pada nilai $p=0,001$. Sedangkan, hasil belajar kognitif juga mendapat peningkatan yang signifikan pada kelas eksperimen dan kelas kontrol sebesar 3,634 pada nilai t dan pada nilai $p=0,001$. Berdasarkan temuan ini, dapat disimpulkan bahwa penerapan metode *Guided Discovery Learning* efektif dalam meningkatkan keterampilan berpikir kritis dan hasil belajar kognitif peserta didik. Metode ini dapat menjadi alternatif strategi pembelajaran yang inovatif dalam mewujudkan tujuan Kurikulum Merdeka.

Kata Kunci: Guided Discovery Learning, Keterampilan Berpikir Kritis, Hasil Belajar Biologi

**IMPLEMENTATION OF THE GUIDED DISCOVERY LEARNING METHOD
TO IMPROVE CRITICAL THINKING SKILLS AND BIOLOGY LEARNING
OUTCOMES OF STUDENTS AT SMAN 1 PARUNGPANJANG**

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ABSTRACT

The Guided Discovery Learning (GDL) method is a very effective learning method because it increases students' independence in learning and sense of responsibility towards the learning process. This study aims to determine the effect of the implementation of the Guided Discovery Learning method on improving critical thinking skills and biology learning outcomes of class X students at SMAN 1 Parungpanjang. This study is based on the low activity of 29 students (80.6%) and 27 students (75%) who are still low in learning interest, as well as low biology learning outcomes that have not reached the KKTP. This study uses a quasi-experimental design with a treatment by subject design. The research sample consists of two classes, namely the experimental class using the Guided Discovery Learning method and the control class using the conventional method. Data collection instruments include critical thinking skills assessment and biology cognitive learning outcome tests. The results showed that there was a significant increase in critical thinking skills in the experimental class and the control class by 6.846 at the t value and at p-value 0.001. Meanwhile, cognitive learning outcomes also significantly improved in both the experimental and control classes by 3.634 points with a t-value and a p-value of 0.001. Based on these findings, it can be concluded that the implementation of the Guided Discovery Learning method is effective in improving students' critical thinking skills and cognitive learning outcomes. This method can be an alternative, innovative learning strategy in realizing the objectives of the Independent Curriculum.

Keywords: Guided Discovery Learning, Critical Thinking Skills, Learning Outcomes Biology.