

ABSTRAK

Mukarramah, (2026), *Pengaruh Pembelajaran Inkuiri Terbimbing berbantuan Media PhET (Physics Education Technology) terhadap dan Minat Belajar dan Kemampuan Berpikir Kritis Siswa Kelas VI SD*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Ganesha

Tesis ini sudah disetujui dan diperiksa oleh Pembimbing I Prof. Dr. Dewa Bagus Sanjaya, M.Si dan Pembimbing II Prof. Dr. I Wayan Suastra, M.Pd

Kata kunci: *inkuiri terbimbing, PhET, minat belajar, kemampuan berpikir kritis, IPAS.*

Penelitian ini bertujuan menganalisis pengaruh pembelajaran inkuiri terbimbing berbantuan media PhET (*Physics Education Technology*) terhadap minat belajar dan kemampuan berpikir kritis siswa kelas VI sekolah dasar. Penelitian ini menggunakan rancangan eksperimen semu dengan desain *posttest only control group*. Subjek penelitian adalah 108 siswa kelas VI yang terbagi atas kelas eksperimen ($n = 54$) dan kelas kontrol ($n = 54$). Data minat belajar dikumpulkan dengan angket skala Likert, sedangkan kemampuan berpikir kritis diukur melalui tes uraian. Uji prasyarat menggunakan uji normalitas Kolmogorov Smirnov dan uji homogenitas Levene menunjukkan data berdistribusi normal dan varians homogen. Uji MANOVA menunjukkan bahwa pembelajaran inkuiri terbimbing berbantuan PhET berpengaruh signifikan secara simultan terhadap minat belajar dan kemampuan berpikir kritis (Pillai's Trace = 0,512; Wilks' Lambda = 0,488; Sig. = 0,000). Secara parsial, hasil uji-t independen menunjukkan adanya perbedaan minat belajar yang signifikan antara kelas eksperimen ($M = 87,20$; $SD = 6,42$) dan kelas kontrol ($M = 79,10$; $SD = 5,98$), dengan $t = 4,215$ dan Sig. = 0,000. Demikian pula, kemampuan berpikir kritis siswa kelas eksperimen ($M = 85,33$; $SD = 7,15$) lebih tinggi dibandingkan kelas kontrol ($M = 77,45$; $SD = 6,88$), dengan $t = 3,982$ dan Sig. = 0,000. Hasil tersebut menunjukkan bahwa pembelajaran inkuiri terbimbing berbantuan PhET efektif meningkatkan minat belajar dan kemampuan berpikir kritis siswa, sehingga direkomendasikan sebagai alternatif strategi pembelajaran IPAS di sekolah dasar.

ABSTRACT

Mukarramah, (2026), *The Effect of Guided Inquiry Learning Assisted by PhET (Physics Education Technology) Media on Learning Interest and Critical Thinking Skills of Grade VI Elementary School Students*. Thesis, Primary Education, Postgraduate Program, Ganesha University.

This thesis has been approved and reviewed by Supervisor I Prof. Dr. Dewa Bagus Sanjaya, M.Si and Supervisor II Prof. Dr. I Wayan Suastra, M.Pd.

Keywords: *guided inquiry, PhET, learning interest, critical thinking skills, IPAS.*

This study aims to analyze the effect of guided inquiry learning assisted by PhET (Physics Education Technology) media on learning interest and critical thinking skills of sixth-grade elementary school students. The study employed a quasi-experimental design with a posttest-only control group design. The research subjects consisted of 108 sixth-grade students, divided into an experimental group ($n = 54$) and a control group ($n = 54$). Data on learning interest were collected using a Likert-scale questionnaire, while critical thinking skills were measured through an essay test. Prerequisite testing using the Kolmogorov–Smirnov normality test and Levene’s homogeneity test indicated that the data were normally distributed and had homogeneous variances. MANOVA results showed that guided inquiry learning assisted by PhET had a significant simultaneous effect on learning interest and critical thinking skills (Pillai’s Trace = 0.512; Wilks’ Lambda = 0.488; Sig. = 0.000). Partially, the independent samples t-test revealed a significant difference in learning interest between the experimental group ($M = 87.20$; $SD = 6.42$) and the control group ($M = 79.10$; $SD = 5.98$), with $t = 4.215$ and Sig. = 0.000. Similarly, the critical thinking skills of students in the experimental group ($M = 85.33$; $SD = 7.15$) were higher than those in the control group ($M = 77.45$; $SD = 6.88$), with $t = 3.982$ and Sig. = 0.000. These results indicate that guided inquiry learning assisted by PhET is effective in improving students’ learning interest and critical thinking skills, and therefore is recommended as an alternative instructional strategy for IPAS learning in elementary schools.