

ABSTRAK

Sudiartini, Ni Putu (2025), Pengaruh Model Pembelajaran Inkuiri Terbimbing Berbantuan *GI Worksheet* Terhadap Kemampuan Berpikir Kritis Siswa Kelas VI SD Ditinjau dari Efikasi Diri. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: Inkuiri Terbimbing, *GI Worksheet*, Berpikir Kritis, Efikasi Diri.

Penelitian ini bertujuan menganalisis pengaruh model pembelajaran inkuiri terbimbing berbantuan *GI Worksheet* terhadap kemampuan berpikir kritis siswa kelas VI SD ditinjau dari efikasi diri. Penelitian ini menggunakan rancangan eksperimen semu dengan *factorial design 2x2*. Populasi seluruh siswa kelas VI SDN Gugus Ubud (4 kelas) dengan sampel penelitian adalah 98 siswa kelas VI SD Gugus Ubud yang terbagi menjadi kelas eksperimen ($n = 49$) dan kelas kontrol ($n = 49$). Data efikasi diri dikumpulkan melalui kuesioner, sedangkan kemampuan berpikir kritis diukur menggunakan tes esai berbasis HOTS. Pengujian inferensial dilakukan dengan ANAVA dua jalur pada taraf signifikansi 5%. Hasil analisis menunjukkan: (1) terdapat perbedaan signifikan kemampuan berpikir kritis antara kelompok inkuiri terbimbing ($M = 81,32$) dan kelompok konvensional ($M = 67,28$) dengan Sig. 0,000; (2) terdapat interaksi signifikan antara model pembelajaran dan efikasi diri terhadap kemampuan berpikir kritis ($F = 4,813$; Sig. = 0,031); (3) pada siswa efikasi diri tinggi, model inkuiri terbimbing ($M = 84,15$) lebih unggul dibanding konvensional ($M = 72,40$) dengan Sig. 0,000; dan (4) pada siswa efikasi diri rendah, model inkuiri terbimbing ($M = 78,50$) juga signifikan lebih tinggi dibanding konvensional ($M = 62,15$) dengan Sig. 0,000. Temuan ini membuktikan bahwa model inkuiri terbimbing berbantuan *GI Worksheet* efektif meningkatkan kemampuan berpikir kritis siswa pada berbagai tingkat efikasi diri.

ABSTRACT

Sudiartini, Ni Putu (2025), *The Effect of Guided Inquiry Learning Model Assisted by GI Worksheets on the Critical Thinking Skills of Sixth-Grade Elementary School Students Viewed from Self-Efficacy*. Thesis, Elementary Education, Post-Graduate Program, Ganesha University of Education.

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Keywords: Guided Inquiry, GI Worksheet, Critical Thinking, Self-Efficacy.

This study aims to analyze the effect of the guided inquiry learning model assisted by GI Worksheets on the critical thinking skills of sixth-grade students, viewed from their self-efficacy. A quasi-experimental study with a 2x2 factorial design was employed. The population consisted of all sixth-grade students within the Ubud Cluster elementary schools (4 classes), with a research sample of 98 students. This sample was divided into an experimental group ($n = 49$) and a control group ($n = 49$). Self-efficacy data were collected through questionnaires, while critical thinking skills were measured using HOTS-based essay tests. Inferential testing was conducted using Two-Way ANOVA at a 5% significance level. The results showed: (1) there was a significant difference in critical thinking skills between the guided inquiry group ($M = 81.32$) and the conventional group ($M = 67.28$) with Sig. 0.000; (2) there was a significant interaction between the learning model and self-efficacy on critical thinking skills ($F = 4.813$; Sig. = 0.031); (3) for students with high self-efficacy, the guided inquiry model ($M = 84.15$) outperformed the conventional model ($M = 72.40$) with Sig. 0.000; and (4) for students with low self-efficacy, the guided inquiry model ($M = 78.50$) also achieved significantly higher scores than the conventional model ($M = 62.15$) with Sig. 0.000. These findings prove that the guided inquiry model assisted by GI Worksheets is effective in enhancing students' critical thinking skills across various levels of self-efficacy.