

**PENERAPAN *GUIDED DISCOVERY LEARNING* MENAKIBATKAN
PERBEDAAN PENINGKATAN KEMANDIRIAN BELAJAR DAN
KEMAMPUAN BERPIKIR KRITIS SISWA SMAN BALI MANDARA**

Oleh

I Putu Yudha Widiastika, NIM 1713041039

Program Studi Pendidikan Biologi, Jurusan Biologi dan Perikanan Kelautan,
Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Pendidikan

Ganesha

ABSTRAK

Tujuan penelitian ini: (1) mengetahui perbedaan peningkatan kemandirian belajar antara kelompok siswa yang dibelajarkan melalui model *Guided Discovery Learning* dengan kelompok siswa yang dibelajarkan melalui model konvensional; (2) mengetahui perbedaan peningkatan kemampuan berpikir kritis antara kelompok siswa yang dibelajarkan melalui model *Guided Discovery Learning* dengan kelompok siswa yang dibelajarkan melalui model konvensional. Jenis penelitian yang diambil yaitu eksperimental semu dengan rancangan *nonequivalent randomized pre and posttest control group design*. Sampel yaitu siswa XI MIPA 2 (kelas kontrol) dan XI MIPA 3 (kelas eksperimen) SMA Negeri Bali Mandara dengan jumlah 60 orang siswa yang dipilih secara *multistage random sampling*. Instrumen pengumpulan data yaitu kuesioner kemandirian belajar dan tes kemampuan berpikir kritis. Teknik analisis data memakai uji *t independent sample*. Penelitian ini memperlihatkan hasil: (1) adanya perbedaan peningkatan kemandirian belajar yang signifikan antara kelompok siswa yang dibelajarkan melalui model *Guided Discovery Learning* dengan kelompok siswa yang dibelajarkan melalui model konvensional karena diperoleh nilai $p = 0,000$ ($p < 0,05$), (2) adanya perbedaan peningkatan kemampuan berpikir kritis yang signifikan antara kelompok siswa yang dibelajarkan melalui model *Guided Discovery Learning* dengan kelompok siswa yang dibelajarkan melalui model konvensional karena diperoleh nilai $p = 0,001$ ($p < 0,05$).

Kata kunci: *Guided Discovery Learning*, kemandirian belajar, kemampuan berpikir kritis

**THE IMPLEMENTATION OF GUIDED DISCOVERY LEARNING
RESULTING A DIFFERENCE ENHANCEMENT OF LEARNING
INDEPENDENCE AND CRITICAL THINKING ABILITIES SMAN BALI
MANDARA STUDENTS**

By

I Putu Yudha Widiastika, NIM 1713041039

**Biology Education Study Program, Department of Biology and Marine
Fisheries, Faculty of Mathematics and Natural Sciences, Ganesha University
of Education**

ABSTRACT

The objective of this research: (1) know the difference in enhancement learning independence between groups of students who are taught through the Guided Discovery Learning model and groups of students who are taught through conventional model; (2) know the difference in enhancement critical thinking abilities between groups of students who are taught through the Guided Discovery Learning model and groups of students who are taught through conventional model. The type of research taken is quasi experimental with a nonequivalent randomized pre and posttest control group design. The sample were students of XI MIPA 2 (control class) and XI MIPA 3 (experimental class) SMA Negeri Bali Mandara with a total of 60 students selected by multistage random sampling. The data collection instruments are learning independence questionnaires and critical thinking abilities test. Data analysis technique using independent sample t test. This research shows the results: (1) there was a significant difference in enhancement learning independence between groups of students who are taught through the Guided Discovery Learning model and groups of students who are taught through conventional model because $p = 0.000$ ($p < 0.05$), (2) there was a significant difference in enhancement critical thinking abilities between groups of students who are taught through the Guided Discovery Learning model and groups of students who are taught through conventional model because $p = 0.001$ ($p < 0.05$).

Keywords: *Guided Discovery Learning, learning independence, critical thinking abilities*