

ABSTRAK

NAJIYA NISA KAMILA SOLIH: “Pengaruh *Model Guided Discovery Learning* (GDL) Terhadap Keterampilan Berpikir Kritis Siswa Pada Materi Sistem Reproduksi Manusia”

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan berpikir kritis siswa di MA Ar-Rosyidiyah pada materi sistem reproduksi manusia yang bersifat kompleks dan abstrak. Penelitian kuantitatif ini menggunakan metode *Quasi Experimental* dengan rancangan *Non-equivalent Control Group Design* yang bertujuan untuk menganalisis keterlaksanaan model *Guided Discovery Learning* (GDL), pengaruhnya terhadap keterampilan berpikir kritis siswa, serta respon siswa terhadap model tersebut. Pengambilan sampel dilakukan secara jenuh yang melibatkan 36 siswa kelas XI, terbagi menjadi kelas XI.1 (19 siswa) sebagai kelas eksperimen yang menerapkan model GDL dan kelas XI.2 (17 siswa) sebagai kelas kontrol yang menerapkan model *Problem Based Learning*. Pengumpulan data dilakukan melalui lembar observasi keterlaksanaan pembelajaran, tes keterampilan berpikir kritis, dan angket respon siswa. Hasil penelitian menunjukkan keterlaksanaan model GDL tergolong dalam kriteria sangat baik (aktivitas guru 91,16% dan siswa 92,09%). Peningkatan keterampilan berpikir kritis pada kelas eksperimen ($N\text{-Gain} = 0,73$; kategori Tinggi) signifikan lebih tinggi dibandingkan kelas kontrol ($N\text{-Gain} = 0,49$; kategori Sedang). Uji *Independent Sample t-Test* memperoleh nilai *Sig. (2-tailed)* sebesar 0,001 ($< 0,05$), yang membuktikan terdapat pengaruh signifikan penerapan model GDL terhadap keterampilan berpikir kritis siswa. Respon siswa terhadap model GDL tergolong sangat positif dengan rata-rata sebesar 82,40%. Dengan demikian, model *Guided Discovery Learning* efektif untuk meningkatkan keterampilan berpikir kritis siswa pada materi sistem reproduksi manusia.

Kata Kunci : *Guided Discovery Learning*, Keterampilan Berpikir Kritis, Sistem Reproduksi Manusia.

ABSTRACT

NAJIYA NISA KAMILA SOLIH: *“The Effect of Guided Discovery Learning (GDL) Model on Students' Critical Thinking Skills in Human Reproductive System Material”*

This research was motivated by the low critical thinking skills of students at MA Ar-Rosyidiyah regarding the complex and abstract material of the human reproductive system. This quantitative study employed a Quasi-Experimental method with a Non-equivalent Control Group Design, aiming to analyze the implementation of the Guided Discovery Learning (GDL) model, its effect on students' critical thinking skills, and student responses toward the model. Saturated sampling was utilized, involving 36 eleventh-grade students, divided into class XI.1 (19 students) as the experimental group applying the GDL model and class XI.2 (17 students) as the control group applying Problem Based Learning. Data were collected using learning implementation observation sheets, critical thinking skill tests (based on Facione's indicators), and student response questionnaires. The results revealed that the implementation of the GDL model was categorized as very good (teacher activity 91.16% and student activity 92.09%). The enhancement of critical thinking skills in the experimental group (N-Gain = 0.73; High category) was significantly higher than in the control group (N-Gain = 0.49; Medium category). The Independent Sample t-Test yielded a Sig. (2-tailed) value of 0.001 (< 0.05), demonstrating a significant effect of the GDL model on students' critical thinking skills. Furthermore, student responses to the GDL model were highly positive, with an average score of 82.40%. Consequently, the Guided Discovery Learning model is effective in enhancing students' critical thinking skills in human reproductive system topics.

Keywords: *Guided Discovery Learning, Critical Thinking Skills, Human Reproductive System.*