ABSTRAK

Aldian Pratama : "Pengaruh Model Pembelajaran *Differentiated Science Inquiry* Berbantu *Mind Mapping* Terhadap Keterampilan Berpikir Kritis Siswa Pada Materi Ekosistem"

Berdasarkan wawancara yang dilakukan dengan salah satu guru Biologi di SMA ditemukan bahwa soal-soal yang digunakan belum terdapat aspek keterampilan berpikir kritis sehingga penilaian keterampilan berpikir kritis siswa belum diperhatikan. Penelitian ini dilakukan dengan tujuan untuk mengetahui pengaruh model pembelajaran *differentiated science inquiry* berbantu *mind mapping* terhadap keterampilan berpikir kritis siswa pada materi ekosistem. Metode penelitian yang digunakan yaitu *quasi experiment* dengan desain penelitian *nonequivalent control group design*. Hasil penelitian menunjukkan bahwa pada kelas yang menggunakan model *differentiated science inquiry* berbantu *mind mapping* diperoleh hasil keterampilan berpikir kritis siswa dengan nilai rata-rata *pretest* 37,51 dan *posttest* sebesar 70,44. Sedangkan pada kelas yang tanpa menggunakan model *differentiated science inquiry* berbantu *mind mapping* diperoleh hasil keterampilan berpikir kritis siswa dengan nilai rata-rata *pretest* 29,1 dan *posttest* sebesar 65,4. Kemudian hasil pengujian hipotesis diperoleh nilai Sig. (2-*tailed*) 0.040. Dimana 0,040 < 0,05 berarti H_0 ditolak dan H_1 diterima. Adapun hasil rata-rata respon siswa terhadap penggunaan model *differentiated science inquiry* berbantu *mind mapping* sebesar 80% dengan kategori sangat baik. Sehingga dapat disimpulkan bahwa terdapat pengaruh positif dan signifikan dari model pembelajaran *differentiated science inquiry* berbantu *mind mapping* terhadap keterampilan berpikir kritis siswa pada materi ekosistem

Kata Kunci : Berpikir Kritis, *Differentiated Science Inquiry*, Ekosistem, *Mind Mapping*

ABSTRACT

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Based on interviews conducted with one of the Biology teachers in high school, it was found that the questions used did not contain aspects of critical thinking skills so that the assessment of students' critical thinking skills had not been considered. This research was conducted with the aim of knowing the effect of the differentiated science inquiry learning model assisted by mind mapping on students' critical thinking skills on ecosystem material. The research method used is a quasi-experimental research design with nonequivalent control group design. The results showed that in the class that used the differentiated science inquiry model with the help of mind mapping, the students' critical thinking skills obtained an average score of 37,51 for the pretest and 70,44 for the posttest. Meanwhile, in the class without using the differentiated science inquiry model with the help of mind mapping, the students' critical thinking skills obtained an average score of 29,1 for pretest and 65,4 for posttest. Then the results of testing the hypothesis obtained a value of Sig. (2-tailed) 0,040. Where 0,040 < 0,05 means H_0 is rejected and H_1 is accepted. The results of the average student response to the use of the differentiated science inquiry model assisted by mind mapping is 80% with a very good category. So it can be concluded that there is a positive and significant influence on the differentiated science inquiry learning model assisted by mind mapping on students' critical thinking skills on ecosystem material.

Keywords : *Critical thinking, Differentiated Science Inquiry, Ecosystem, Mind Mapping*