

ABSTRAK

Tasa Nurani : Pengaruh Model Pembelajaran *Guided Inquiry* Terhadap Keterampilan Kritis Siswa Pada Materi Sistem Saraf

Keterampilan berpikir kritis dapat dilatih melalui pembelajaran berbagai disiplin ilmu termasuk biologi. Namun, saat ini pembelajaran biologi yang diterapkan masih belum mengeksplorasi pemahaman dan keterampilan berpikir kritisnya. Berdasarkan studi pendahuluan melalui wawancara diketahui bahwa soal-soal yang digunakan untuk mengevaluasi siswa belum memiliki aspek keterampilan berpikir kritis sehingga penilaian keterampilan berpikir kritis siswa belum diperhitungkan. Penelitian bertujuan menganalisis pengaruh model *guided inquiry* terhadap keterampilan berpikir kritis siswa pada materi sistem saraf. Metode penelitian kuantitatif dengan quasi eksperimen dan *nonequivalent control group* sebagai desain penelitian. Instrumen yang digunakan meliputi lembar observasi, soal, dan angket respon. Hasil penelitian menunjukkan terdapat pada kelas dengan model *guided inquiry* diperoleh hasil keterampilan berpikir kritis siswa dengan rata-rata *pretest* 35,8 dan *posttest* 71,6. Sedangkan kelas tanpa model *guided inquiry* diperoleh hasil keterampilan berpikir kritis siswa dengan rata-rata *pretest* 38,4 dan *posttest* 65,5. Hasil rata-rata respon siswa terhadap model pembelajaran *guided inquiry* sebesar 72,85% dengan kategori baik. Berdasarkan hasil pengujian hipotesis diperoleh nilai *Sig. (2-tailed)* $0,04 < 0,05$ berarti H_0 ditolak dan H_1 diterima. Dapat disimpulkan bahwa terdapat pengaruh dan signifikan dari model pembelajaran *guided inquiry* terhadap keterampilan berpikir kritis siswa pada materi sistem saraf.

Kata Kunci : Keterampilan Berpikir Kritis, Model *Guided inquiry*, Sistem Saraf

ABSTRACT

Tasa Nurani : The Effect Of Guided Inquiry Learning Model On Students ' Critical Skills On Nervous System Material

Critical thinking skills can be trained through learning various disciplines including biology. However, currently the learning of Applied Biology is still not exploring the understanding and critical thinking skills. Based on the preliminary study through interviews, it is known that the questions used to evaluate students do not have aspects of critical thinking skills so that the assessment of students ' critical thinking skills has not been taken into account. The study aims to analyze the effect of guided inquiry model on students'critical thinking skills on nervous system material. Quantitative research methods with quasi-experimental and nonequivalent control group as research design. Instruments that include observation sheets, questions, and response questionnaires. The results showed that in the classroom with a guided inquiry model obtained the results of students' critical thinking skills with an average pretest 35.8 and 71.6 posttest. While the class without guided inquiry model obtained the results of Student's critical thinking skills with an average pretest 38.4 and 65.5 posttest. The average result of student response to guided inquiry learning model is 72.85% with good category. Based on the results of hypothesis testing obtained value of Sig. (2-tailed) $0.04 < 0.05$ means H_0 is rejected and H_1 is accepted. It can be concluded that there is an influence and significance of the guided inquiry learning model on students'critical thinking skills in the nervous system material.

Key word: Critical Thinking Skill, Guided Inquiry Model, Nervous System

