

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *INQUIRY* TERHADAP KEMAMPUAN *CRITICAL THINKING* DAN *SUSTAINABILITY AWARENESS* PESERTA DIDIK

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Penelitian ini bertujuan mengetahui pengaruh model pembelajaran *inquiry* terhadap kemampuan *critical thinking* dan *sustainability awareness* pada materi ekosistem dan interaksi antarkomponen. Jenis penelitian ini menggunakan *quasi experiment* dengan desain *non-equivalent control group design*. Populasi penelitian adalah seluruh peserta didik kelas X SMA Negeri 1 Buay Madang. Sampel terdiri atas kelas X.1 sebagai kelas eksperimen yang menggunakan model pembelajaran *inquiry* dan kelas X.2 sebagai kelas kontrol yang menggunakan model *discovery learning*. Sampel dipilih menggunakan teknik *purposive sampling*. Data kemampuan *critical thinking* dikumpulkan melalui tes dan dianalisis menggunakan uji *Independent Sample t-Test*. Data *sustainability awareness*, keterlaksanaan sintaks, dan tanggapan peserta didik diperoleh melalui angket dan dianalisis secara kuantitatif deskriptif. Hasil penelitian menunjukkan bahwa model pembelajaran *inquiry* berpengaruh signifikan terhadap kemampuan *critical thinking* peserta didik dengan nilai Sig. (2-tailed) $0,00 < 0,05$ sehingga H1 diterima. Hasil uji *effect size* sebesar 2,134 menunjukkan pengaruh yang besar terhadap kemampuan *critical thinking*. Hasil analisis *N-Gain* menunjukkan bahwa peningkatan kemampuan *critical thinking* pada kelas eksperimen lebih baik dibandingkan kelas kontrol, dengan 80% peserta didik berada pada kategori sedang dan 20% pada kategori tinggi. Hasil analisis data angket *sustainability awareness* menunjukkan nilai rata-rata *post-treatment* kelas eksperimen sebesar 82,99%, lebih tinggi dibandingkan kelas kontrol sebesar 68,72%. Selain itu, sebanyak 88,33% peserta didik menyatakan setuju bahwa model pembelajaran *inquiry* membantu melatih kemampuan *critical thinking*. Dengan demikian, model pembelajaran *inquiry* berpengaruh signifikan terhadap kemampuan *critical thinking* dan *sustainability awareness* peserta didik. Penelitian ini mengimplikasikan bahwa pembelajaran *inquiry* mendorong keterlibatan aktif peserta didik dalam mengamati, mengumpulkan informasi, menganalisis data, dan menarik kesimpulan terhadap permasalahan lingkungan di sekitarnya.

Kata Kunci: Kemampuan *Critical Thinking*, Model Pembelajaran *Inquiry*, *Sustainability Awareness*

ABSTRACT

THE EFFECT OF THE INQUIRY BASED LEARNING MODEL ON STUDENTS' CRITICAL THINKING SKILLS AND SUSTAINABILITY AWARENESS

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This study aims to determine the effect of the inquiry-based learning model on critical thinking skills and sustainability awareness regarding ecosystem and intercomponent interaction topics. This quasi-experimental study employed a non-equivalent control group design. The study population consisted of all 10th-grade students at Buay Madang State High School 1. The sample comprised Class X.1 as the experimental group, which used the inquiry-based learning model, and Class X.2 as the control group, which used the discovery learning model. The sample was selected using purposive sampling. Data on critical thinking skills were collected through tests and analyzed using the Independent Sample t-Test. Data on sustainability awareness, syntax implementation, and student responses were obtained through questionnaires and analyzed using descriptive quantitative methods. The results of the study indicate that the inquiry-based learning model has a significant effect on students' critical thinking skills, with a Sig. (2-tailed) value of $0.00 < 0.05$, thus accepting H1. The effect size of 2.134 indicates a large effect on critical thinking skills. The N-Gain analysis shows that the improvement in critical thinking skills in the experimental class was greater than that in the control class, with 80% of students in the moderate category and 20% in the high category. The results of the sustainability awareness questionnaire analysis showed that the post-treatment average score for the experimental class was 82.99%, higher than that of the control class at 68.72%. Additionally, 88.33% of students agreed that the inquiry-based learning model helps develop critical thinking skills. Thus, the inquiry-based learning model has a significant effect on students' critical thinking skills and sustainability awareness. This study implies that inquiry-based learning encourages students' active engagement in observing, gathering information, analyzing data, and drawing conclusions regarding environmental issues in their surroundings.

Keywords: *Critical Thinking Skills, Inquiry Based Learning Model, Sustainability Awareness*