

ABSTRACT

IMPLEMENTATION OF DIFFERENTIATED LEARNING USING THE INQUIRY BASED LEARNING (IBL) MODEL TO IMPROVE STUDENTS' CRITICAL THINKING ABILITIES

By

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The purpose of this research is to determine the increase in critical thinking ability after being given differentiated learning using the IBL model and to reduce the differences in the increase in critical thinking ability that may be caused by initial abilities. The sample in this study were students in grades X1 and X2 of SMAN 1 Sekampung in the 2024/2025 academic year. The design of this study used a one group pretest posttest design. The technique of collecting critical thinking ability data was carried out using test instruments in the form of pretests and posttests. The results of the study showed that after the implementation of differentiated learning using the IBL model, the critical thinking ability of students at each initial ability increased. This can be seen from the results of the Wilcoxon test on each initial ability, the sig. (2-tailed) <0.05 value was obtained. In addition, there is no difference in the increase in students' critical thinking ability in each initial ability known from the results of the One Way Anova test using the N-gain value obtained a Sig. value of < 0.05.

Keywords: Inquiry Based Learning (IBL), Differentiated Learning, Climate Change

ABSTRAK

IMPLEMENTASI PEMBELAJARAN BERDIFERENSIASI MENGGUNAKAN MODEL PEMBELAJARAN *INQUIRY BASED LEARNING* (IBL) UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK

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Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan berpikir kritis setelah diberikan pembelajaran berdiferensiasi menggunakan model IBL serta mereduksi perbedaan peningkatan kemampuan berpikir kritis yang mungkin ditimbulkan oleh kemampuan awal. Sampel dalam penelitian ini yaitu peserta didik kelas X1 dan X2 SMAN 1 Sekampung tahun ajaran 2024/2025. Desain penelitian ini menggunakan *one group pretest posttest design*. Teknik pengumpulan data kemampuan berpikir kritis dilakukan menggunakan instrumen test berupa *pretest* dan *posttest*. Hasil penelitian menunjukkan bahwa setelah penerapan pembelajaran berdiferensiasi menggunakan model IBL kemampuan berpikir kritis peserta didik pada setiap kemampuan awal meningkat. Hal ini terlihat dari hasil uji *Wilcoxon* pada setiap kemampuan awal didapatkan nilai *sig. (2-tailed)* $< 0,05$. Selain itu, tidak ada perbedaan peningkatan kemampuan berpikir kritis peserta didik pada setiap kemampuan awal yang diketahui dari hasil uji *One Way Anova* menggunakan nilai *N-gain* didapatkan nilai *Sig.* $> 0,05$.

Kata kunci : Inquiry Based Learning (IBL), pembelajaran berdiferensiasi, perubahan iklim