

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *GUIDED INQUIRY* BERBASIS *SOCIO-SCIENTIFIC ISSUES* TERHADAP KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK PADA MATERI SISTEM PERTAHANAN TUBUH

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Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model pembelajaran *guided inquiry* berbasis SSI terhadap kemampuan berpikir kritis peserta didik pada materi sistem pertahanan tubuh. Populasi penelitian ini adalah seluruh peserta didik kelas XI jurusan IPA di SMA Negeri 1 Melinting. Sampel yang diambil menggunakan teknik *cluster random sampling* dengan jumlah sampel 35 peserta didik kelas XI.1 sebagai kelas eksperimen dan 35 peserta didik kelas XI.2 sebagai kelas kontrol. Desain penelitian yang digunakan *quasi experimental* dengan bentuk desain *pretest-posttest nonequivalent control group design*. Data kemampuan berpikir kritis diambil menggunakan tes, sedangkan data tanggapan peserta didik diambil dengan angket. Hasil analisis data tes kemampuan berpikir kritis pada kelas eksperimen lebih tinggi (*N-Gain* 0,70) daripada kelas kontrol (*N-Gain* 0,52). Hasil uji *independent sample t-test* didapatkan nilai sig. (2-tailed) 0,00 < 0,05 artinya H_1 diterima. Hasil ini juga didukung oleh uji *effect size* yang menunjukkan bahwa penggunaan model pembelajaran *guided inquiry* berbasis SSI berpengaruh besar terhadap peningkatan kemampuan berpikir kritis (1,56). Hasil tanggapan peserta didik terhadap pembelajaran memberikan tanggapan positif dan hampir semua peserta didik setuju (90,00%). Dengan demikian, dapat disimpulkan bahwa penggunaan model pembelajaran *guided inquiry* berbasis SSI berpengaruh signifikan terhadap peningkatan kemampuan berpikir kritis peserta didik.

Kata Kunci: *Guided Inquiry*, Kemampuan Berpikir Kritis, Sistem Pertahanan Tubuh, *Socio-Scientific Issues*

ABSTRACT

THE EFFECT OF GUIDED INQUIRY LEARNING MODEL BASED ON SOCIO-SCIENTIFIC ISSUES ON STUDENTS' CRITICAL THINKING SKILLS ON THE MATERIAL OF THE IMMUNE SYSTEM

By

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This study aims to determine the effect of using a guided inquiry learning model based on SSI on students' critical thinking skills on the material of the immune system. The population of this study were all students of class XI majoring in science at SMA Negeri 1 Melinting. The sample was taken using cluster random sampling technique with a sample size of 35 students of class XI.1 as the experimental class and 35 students of class XI.2 as the control class. The research design used was quasi experimental with a pretest-posttest nonequivalent control group design. Critical thinking ability data were taken using a test, while student response data were taken using a questionnaire. The results of the analysis of critical thinking ability test data in the experimental class were higher (N-Gain 0.70) than the control class (N-Gain 0.52). The results of the independent sample t-test obtained a sig. (2-tailed) value of $0.00 < 0.05$, meaning that H_1 is accepted. These results are also supported by the effect size test which shows that the use of the guided inquiry learning model based on SSI has a significant effect on improving critical thinking skills (1.56). The results of student responses to learning gave positive responses and almost all students agreed (90.00%). Thus, it can be concluded that the use of the guided inquiry learning model based on SSI has a significant effect on improving students' critical thinking skills.

Keyword: *Critical Thinking Skills, Guided inquiry, Immune System, Socio-Scientific Issues*