

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *GROUP INVESTIGATION* TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA PADA MATA PELAJARAN GEOGRAFI KELAS XI DI SMAN 1 LIWA

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Model pembelajaran *Group Investigation* (GI) belum pernah diterapkan dalam proses pembelajaran Geografi di SMA Negeri 1 Liwa sehingga pembelajaran cenderung belum optimal dalam melatih kemampuan berpikir kritis peserta didik. Padahal, model *Group Investigation* memiliki potensi untuk mendorong peserta didik mengeksplorasi permasalahan secara mendalam melalui kegiatan penyelidikan, diskusi kolaboratif, dan presentasi hasil. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Group Investigation* terhadap kemampuan berpikir kritis peserta didik pada mata pelajaran Geografi kelas XI di SMA Negeri 1 Liwa.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (*quasi experimental design*). Sampel penelitian berjumlah 50 peserta didik yang terdiri atas kelas XI.10 sebagai kelas eksperimen dan kelas XI.9 sebagai kelas kontrol. Teknik pengumpulan data dilakukan melalui tes dan dokumentasi. Analisis data dilakukan menggunakan uji normalitas, uji homogenitas, dan uji hipotesis *Independent Samples t-test*.

Hasil penelitian menunjukkan bahwa nilai *posttest* kelas eksperimen lebih tinggi dibandingkan dengan kelas kontrol. Hasil uji *Independent Samples t-test* menunjukkan nilai signifikansi Sig. (2-tailed) sebesar $0,000 < 0,05$ sehingga H_0 ditolak dan H_1 diterima. Dengan demikian, model pembelajaran *Group Investigation* berpengaruh terhadap kemampuan berpikir kritis peserta didik pada mata pelajaran Geografi kelas XI di SMA Negeri 1 Liwa. Model ini mampu meningkatkan keterlibatan peserta didik dalam proses pembelajaran melalui kegiatan investigasi, diskusi kelompok, dan penyelesaian masalah secara kolaboratif sehingga kemampuan berpikir kritis peserta didik berkembang lebih optimal.

Kata kunci: *Group Investigation*, berpikir kritis, pembelajaran Geografi

ABSTRACT

THE EFFECT OF THE GROUP INVESTIGATION LEARNING MODEL ON STUDENTS' CRITICAL THINKING ABILITIES IN GEOGRAPHY THE SUBJECT OF GRADE XI AT SMAN 1 LIWA

By

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The Group Investigation (GI) learning model has never been applied in the Geography learning process at SMA Negeri 1 Liwa, so the learning tends to be less than optimal in training students' critical thinking skills. In fact, the Group Investigation model has the potential to encourage students to explore problems in depth through investigation activities, collaborative discussions, and presentation of results. This study aims to determine the effect of the Group Investigation learning model on students' critical thinking skills in the XI grade Geography subject at SMA Negeri 1 Liwa. This study uses a quantitative approach with a quasi-experimental design method. The research sample consisted of 50 students, with class XI.10 as the experimental class and class XI.9 as the control class. Data collection techniques were carried out through tests and documentation. Data analysis was conducted using normality tests, homogeneity tests, and hypothesis testing using the Independent Samples t-test. The results of the study showed that the posttest scores of the experimental class were higher compared to the control class. The results of the Independent Samples t-test showed a significance value Sig. (2-tailed) of $0.000 < 0.05$, so H_0 was rejected and H_1 was accepted. Thus, the Group Investigation learning model affects students' critical thinking skills in the Geography subject for XI grade at SMA Negeri 1 Liwa. This model is able to increase student engagement in the learning process through investigation activities, group discussions, and collaborative problem-solving, thereby optimally developing students' critical thinking skills.

Keywords: Group Investigation, critical thinking, Geography learning