

Setya Pradana, Gilang. 2017. Pengaruh Pembelajaran IPA Menggunakan Model *Guided Discovery Learning* Terhadap Kemampuan Berpikir Kritis dan Sikap Ilmiah Siswa Materi Dampak pengambilan Bahan Alam Kelas IV d SDN Made 4 Lamongan. Skripsi, Progam Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing 1: Dr. Harun Al Rasyid, M.Si, Pembimbing 2: Mohammad Edy Nurtamam, S.Pd., M.Si.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui adakah pengaruh yang signifikan antara pembelajaran IPA menggunakan *guided discovery learning* terhadap kemampuan berpikir kritis dan sikap ilmiah siswa di kelas IV SDN Made 4 Lamongan. Penelitian ini merupakan penelitian kuantitatif. Desain penelitian yang digunakan dalam penelitian adalah *quasi eksperimental design* dengan bentuk *nonequivalent control group design*. Penelitian ini menggunakan 44 siswa sebagai sampel yaitu 22 siswa di kelas kontrol dan 22 siswa di kelas eksperimen. Teknik pengumpulan data dalam penelitian ini menggunakan tes, angket, dan observasi. Tahap-tahap yang digunakan adalah uji validitas, reliabilitas, normalitas, homogenitas, uji linier, regresi sederhana, dan koefisien determinasi. Hasil penelitian membuktikan bahwa pengaruh yang signifikan antara pembelajaran menggunakan *guided discovery* terhadap kemampuan berpikir kritis siswa karena pada perhitungan uji signifikan diperoleh $t_{hitung} = 11,43$ dan $t_{tabel} = 2,086$ dengan taraf signifikan sebesar $\alpha = 5\%$ dan koefisien determinasi sebesar 86,67%. Sesuai dengan kaidah pengujian $t_{hitung} > t_{tabel}$ maka, $11,43 > 2,086$ H_0 ditolak dan terdapat pengaruh yang signifikan antara pembelajaran menggunakan *guided discovery* terhadap sikap ilmiah siswa dengan perhitungan uji signifikan diperoleh $t_{hitung} = 17,86$ dan $t_{tabel} = 2,086$ dengan taraf signifikan sebesar $\alpha = 5\%$ maka, $17,86 > 2,086$ sesuai dengan kaidah pengujian H_0 ditolak serta koefisien determinasi sebesar 94,09%.

Kata Kunci : Penelitian Kuantitatif, *Guided Discovery*, Berpikir Kritis, Sikap Ilmiah

Setya Pradana, Gilang. 2017. Effects of Science Learning Using Guided Discovery Model in the Ability of Critical Thinking and Student's Scientific Attitudes in Material of Impact of Natural Materials retrieval in Fourth Grade of SDN Made 4 Lamongan. Thesis, Elementary School Teacher Education Study Program, Faculty of Education, University of Trunojoyo Madura. Advisors 1: Dr. Harun Al Rasyid, M.Si, advisors 2: Mohammad EdyNurtamam, S.Pd., M.Si.

ABSTRACT

The purpose of this study is to know whether there is significant influence in science learning using guided discovery learning model in the ability of critical thinking and student's scientific attitudes in fourth grade of SDN Made 4 Lamongan. This research was quantitative research. The research design used in this research was quasi experimental design with nonequivalent control group design. This study used 44 students as sample. 22 students in the control class and 22 students in the experimental class. Data collection techniques in this study used tests, questionnaires, and observations. The testing stages used were validity, reliability, normality, homogeneity, linear test, simple regression, and coefficient of determination. The result of research showed that there is significant influence between guided discovery learning in students' critical thinking ability because in the significant test calculation, $t_{\text{count}} = 11,43$ and $t_{\text{table}} = 2,086$ with significant level of $\alpha = 5\%$ and the coefficient of determination is 86,67%. Based on the rule of $t_{\text{count}} > t_{\text{table}}$ obtained $11,43 > 2,086$, H_0 rejected and there was a significant influence between learning using guided discovery to students' scientific attitude with significant test calculation obtained $t_{\text{count}} = 17,86$ and $t_{\text{table}} = 2,086$ with significant level of $\alpha = 5\%$ then, $17,86 > 2,086$. It is appropriate with test rule H_0 rejected and coefficient of determination equal to 94,09%.

Keywords: *Quantitative Research, Guided Discovery, critical thinking, scientific attitude*