

Clarisa Dwi Mawarni. 2023. *Perbedaan Model Inkuiri Terbimbing Dan CTL (Contextual Teaching And Learning) Terhadap Keterampilan Berpikir Kritis Siswa Kelas IV SDN Bugih 3 Pamekasan*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Bagus Rahmad Wijaya, S. Pd., M.Pd.

ABSTRAK

Tujuan Penelitian ini adalah untuk mengetahui perbedaan model inkuiri terbimbing dan CTL (*Contextual Teaching And Learning*) terhadap keterampilan berpikir kritis siswa kelas IV SDN Bugih 3 Pamekasan. Penelitian ini merupakan penelitian quasi eksperimen dengan menggunakan desain *Non Equivalent Control Group Design*. Populasi pada penelitian ini adalah seluruh siswa kelas IV SDN Bugih 3 Pamekasan. Pengambilan sampel menggunakan Teknik noproability sampling jenis sampling jenuh. Sampel penelitian sebanyak 50 siswa. Data dikumpulkan dengan menggunakan tes dan observasi. Hasil penelitian menunjukkan bahwa: Terdapat perbedaan model inkuiri terbimbing dan CTL (*Contextual Teaching And Learning*) terhadap keterampilan berpikir kritis siswa kelas IV SDN Bugih 3 Pamekasan terbukti dari hasil uji-t (*Independent Sample Test*) diperoleh nilai signifikansi sebesar 0.013. Berdasarkan kriteria pengujian jika nilai Sig. (2-tailed) < 0.05 (0.013 < 0.05) maka H_0 ditolak dan H_a diterima.

Kata kunci: Model pembelajaran inkuiri terbimbing, CTL, Keterampilan Berpikir Kritis

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ABSTRACT

The purpose of this study was to determine the difference between guided inquiry and CTL (*Contextual Teaching and Learning*) models on the critical thinking skills of fourth grade students at SDN Bugih 3 Pamekasan. This research is a quasi-experimental study using the *Non Equivalent Control Group Design*. The population in this study were all fourth grade students at SDN Bugih 3 Pamekasan. Sampling using nonprobability sampling technique saturated sampling type. The research sample was 50 students. Data was collected using tests and observations. The results showed that: There are differences in the guided inquiry model and CTL (*Contextual Teaching And Learning*) on the critical thinking skills of fourth grade students at SDN Bugih 3 Pamekasan as evidenced by the results of the t-test (*Independent Sample Test*) obtained a significance value of 0.013. Based on the test criteria if the value of Sig. (2-tailed) < 0.05 (0.013 < 0.05) then H_0 is rejected and H_a is accepted.

Keywords: Guided inquiry learning model, CTL, Critical Thinking Skills