

Lia Hadini. 2026. Pengaruh Model Pembelajaran *Guided Discovery Learning* Terhadap Kemampuan Berpikir Kritis Siswa. Skripsi, Program studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Dr. Widya Trio Pangestu, M.Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan penerapan model *guided discovery learning* terhadap kemampuan berpikir kritis siswa. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian *quasy experimental design* jenis *nonequivalent control group design*. Penelitian ini dilaksanakan di UPTD SD Negeri Burneh 1, menggunakan populasi siswa kelas IV tahun ajaran 2025/2026 dengan teknik pengambilan *sampling purposive*. Teknik pengumpulan data dengan menggunakan wawancara, observasi, dokumentasi dan tes kemampuan berpikir kritis. Teknik analisis data menggunakan *uji independent sample t-test*. Hasil penelitian menunjukkan bahwa perbandingan dua sampel independent diperoleh rata-rata kemampuan berpikir kritis (*posttest*) siswa kelas eksperimen 74 dengan menggunakan model *guided discovery learning* dan nilai rata-rata kemampuan berpikir kritis (*posttest*) siswa kelas kontrol 63 dengan tidak menggunakan model *guided discovery learning*. Hasil perhitungan uji *independent sample t-test* diperoleh nilai signifikan 0,001. Berdasarkan kriteria pengujian jika nilai signifikan kurang dari 0,05, H_0 ditolak dan H_a diterima. Maka dapat disimpulkan model *guided discovery learning* berpengaruh terhadap kemampuan berpikir kritis siswa.

Kata kunci: Model *guided discovery learning*, kemampuan berpikir kritis, model pembelajaran

Lia Hadini. 2026. The Effect of the Guided Discovery Learning Model on Students' Critical Thinking Skills. Thesis, Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Trunojoyo University, Madura. Advisor: Dr. Widya Trio Pangestu, M.Pd.

ABSTRACT

This study aims to determine the significant effect of the guided discovery learning model on students' critical thinking skills. This study used a quantitative method with a quasi-experimental design of the nonequivalent control group type. This study was conducted at the UPTD of Burneh 1 Public Elementary School, using a population of fourth-grade students from the 2025/2026 academic year using a purposive sampling technique. Data collection techniques included interviews, observation, documentation, and a critical thinking ability test. Data analysis used an independent sample t-test. The results showed that a comparison of two independent samples obtained an average critical thinking ability (posttest) score of 74 students in the experimental class using the guided discovery learning model and an average critical thinking ability (posttest) score of 63 students in the control class not using the guided discovery learning model. The calculation results of the independent sample t-test obtained a significance value of 0,001. Based on the testing criteria, if the significance value is less than 0,05, H_0 is rejected and H_a is accepted. Therefore, it can be concluded that the guided discovery learning model has an effect on students' critical thinking skills.

Keywords: Guided discovery learning model, critical thinking skills, learning model