

Gita Marisa. 2023. *Pengaruh Model Discovey Learning Terhadap Kemampuan Berpikir Kritis Siswa Kelas V UPT SD Negeri 117 Gresik*. Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Ade Cyntia Pritasari, S. Pd., M. Pd.

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh yang signifikan penerapan model *discovery learning* terhadap kemampuan berpikir kritis siswa kelas V UPT SD Negeri 117 Gresik. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian *quasi ekperimental design* jenis *nonequivalent control group design*. Teknik pengambilan sampel data yang digunakan penelitian ini adalah menggunakan *sampling* jenuh. Teknik pengumpulan data dengan menggunakan wawancara, observasi, angket kebutuhan siswa, dokumentasi dan tes kemampuan berpikir kritis. Hasil penelitian ini menunjukkan bahwa perbandingan dua sampel independent diperoleh rata-rata kemampuan berpikir kritis akhir (*post-test*) siswa kelas eksperimen 91 dan nilai rata-rata kemampuan berpikir kritis akhir kelas kontrol 69. Maka dapat disimpulkan secara deskriptif kemampuan berpikir kritis siswa yang menggunakan model *discovery learning* lebih tinggi dibandingkan dengan model pembelajaran langsung (*direct instruction*). Hasil perhitungannilai uji komparatif dua sampel independendiperoleh nilai thitung ialah 8.477 dan ttabel 2.032 yang berarti $thitung > ttabel (8,477 > 2,032)$, sehingga H_0 ditolak dan H_a diterima dengan hasil *Asymp Sig. (2-tailed)* 0.000, berdasarkan kaidah pengujian jika hasil nilai *Asymp Sig. (2-tailed)* kurang dari 0.05 ($0,000 < 0,05$), maka H_0 ditolak dan H_a diterima. Maka dapat disimpulkan bahwa H_0 ditolak dan H_a diterima yang artinya ada pengaruh model *discovery learning* terhadap kemampuan berpikir kritis siswa kelas V UPT SD Negeri 117 Gresik.

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

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ABSTRACT

This study aims to determine the significant effect of the application of the discovery learning model on the critical thinking skills of fifth grade students at Elementary School of 117 Gresik. This study used a quantitative method with a quasi-experimental research design with nonequivalent control group design. The data sampling technique used in this study was saturated sampling. Data collection techniques using interviews, observation, student needs questionnaires, documentation and tests of critical thinking skills. The results of this study indicate that a comparison of the two independent samples obtained an average final critical thinking ability (post-test) of students in the experimental class 91 and an average value of critical thinking ability at the end of the control class 69. It can be concluded descriptively the critical thinking abilities of students using discovery learning model is higher than the direct learning model (direct instruction). The results of the calculation of the comparative test values of the two independent samples obtained tcount values were 8,477 and ttable 2,032 which means $t_{test} > t_{table}$ ($8.477 > 2.032$), subsequently H_0 was rejected and H_a was accepted with the Asymp Sig results. (2-tailed) 0.000, based on the test rules if the Asymp Sig. (2-tailed) is less than 0.05 ($0.000 < 0.05$), then H_0 is rejected and H_a is accepted. So it can be concluded that H_0 is rejected and H_a is accepted, which means that there is an influence of the discovery learning model on the critical thinking skills of class V Elementary School of 117 Gresik.

Keywords: *Discovery learning models, critical thinking skills, learning models*