

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh penerapan metode inkuiri terbimbing terhadap prestasi belajar dan kemampuan berpikir kritis kategori afektif khusus pada mata pelajaran IPA khususnya materi pesawat sederhana.

Penelitian ini dilakukan di SDK Sorowajan Yogyakarta, tanggal 22 Februari 2011 sampai dengan tanggal 2 Maret 2011. Subyek penelitian sebanyak 62 siswa yaitu 32 siswa kelas VA dan 30 siswa kelas VB. Metode yang digunakan adalah metode inkuiri terbimbing. Variabel yang digunakan adalah variabel independen yaitu metode inkuiri dan variabel dependen yaitu kemampuan berpikir kritis kategori disposisi afektif khusus. Teknik analisis data penelitian ini melalui *student test (Paired Sample T-test)* yaitu membandingkan skor pretest dan posttest.

Hasil penelitian menunjukkan bahwa metode inkuiri terbimbing dapat meningkatkan prestasi belajar siswa. Dibuktikan dengan adanya kenaikan yang positif dan signifikan antara skor pretest ke skor posttest prestasi belajar kelompok eksperimen. Hasil analisis data didapatkan *sig.(2-tailed)* 0,006 sehingga *sig.(2-tailed)* kurang dari 0,05. Namun, jika dibandingkan dengan kelompok kontrol didapatkan *sig.(2-tailed)* sebesar 0,295 berarti *sig.(2-tailed)* lebih besar dari 0,05 artinya tidak ada perbedaan yang signifikan antara selisih skor prestasi belajar pada kelompok eksperimen dengan kontrol, sehingga dapat dikatakan bahwa dengan menggunakan metode inkuiri maupun metode tradisional sama-sama dapat meningkatkan prestasi belajar siswa. Akan tetapi, metode inkuiri tidak dapat meningkatkan kemampuan berpikir kritis kategori disposisi afektif khusus. Hasil perhitungan diperoleh *sig.(2-tailed)* sebesar 0,962 sehingga *sig.(2-tailed)* lebih besar dari 0,05. Jadi, dapat dikatakan bahwa tidak ada selisih yang signifikan antara rata-rata skor posttest dengan skor pretest kemampuan berpikir kritis kategori disposisi afektif khusus kelompok eksperimen. Untuk selisih skor kemampuan berpikir kritis kategori disposisi afektif khusus pada kelompok eksperimen dan kelompok kontrol tidak ada perbedaan yang positif dan signifikan, karena diperoleh *sig.(2-tailed)* sebesar 0,393 berarti *sig.(2-tailed)* lebih besar dari 0,05.

Kata kunci : metode inkuiri, metode inkuiri terbimbing, prestasi belajar, kemampuan berpikir kritis, kemampuan berpikir kritis kategori afektif khusus, IPA

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## ABSTRACT

This study aims to determine the effect of the implementation of guided inquiry method of learning achievement and critical thinking skills of the specific affective category on the subjects of Natural Sciences, particularly in the material of simple tools.

The research was conducted in Kanisius Sorowajan Elementary School of Yogyakarta, from February 22, 2011 to March 2, 2011. The subjects in this study are as many as 62 students, 32 students of grade V class A and 30 students grade v class B. The method used is guided inquiry method. Variable used is the independent variables which is the guided inquiry method and the dependent variable is the ability to think critically in the category of specific affective disposition. The technique of the data analysis in this research is done through student test (Paired Sample T-test) that is a technique on comparing pretest and posttest scores.

The results showed that the guided inquiry method can improve student achievement. This is showed by the increase in a positive and significant correlation between pretest score to posttest achievement score of the experimental group. The results of data analysis obtained sig. (2-tailed) 0.006 so that sig. (2-tailed) is less than 0.05. But compared with the control group it is found that sig. (2-tailed) is 0.295 it means sig. (2-tailed) is greater than 0.05 which means there is no positive and significant difference between the difference in learning achievement scores in the experimental group with the difference in learning achievement scores in the control class, so it can be said that both inquiry method and traditional methods are able to differ the student's achievement. However, the methods of inquiry can not improve the ability to think critically in the category of special affective disposition. The results of calculations obtained sig. (2-tailed) is 0.962 so that sig. (2-tailed) is greater than 0.05. So it can be said that there was no positive and significant difference between the average of the posttest scores with the average of the pretest score of the critical thinking skills in the categories of special affective disposition of the experimental groups. On the difference of the ability of critical thinking score in the category of specific affective dispositions in the experimental group and control group there is no positive and signifkan differences, because it is acquired that sig. (2-tailed) is 0.393 thus sig. (2-tailed) is greater than 0.05.

Key words: method of inquiry, guided inquiry methods, learning achievement, critical thinking skills, critical thinking skills of the specific affective category, the subjects of Natural Science