

ABSTRAK**PENGARUH PENERAPAN METODE INKUIRI TERHADAP KEMAMPUAN
EVALUASI DAN MENARIK KESIMPULAN
SISWA KELAS IV SD NEGERI CONDONGCATUR
YOGYAKARTA**

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Latar belakang penelitian ini adalah keprihatinan terhadap rendahnya kemampuan IPA siswa Indonesia berdasarkan penelitian yang dilakukan PISA pada 2012, 2015, dan 2018. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan metode inkuiri terhadap kemampuan evaluasi dan menarik kesimpulan materi sumber energi pada siswa kelas IV SD Negeri Condongcatur Yogyakarta.

Penelitian ini merupakan penelitian *quasi experimental* tipe *pretest-posttest non-equivalent group design*. Penelitian ini dilakukan di SD Negeri Condongcatur Yogyakarta pada tanggal 19 s.d. 31 Agustus 2019. Populasi dalam penelitian ini adalah seluruh siswa kelas IV yang berjumlah 48 siswa. Sampel penelitian terdiri dari dua kelompok yaitu kelas IV A sebanyak 26 siswa sebagai kelompok eksperimen dan kelas IV B sebanyak 22 siswa sebagai kelompok kontrol. Perlakuan khusus yang diterapkan di kelompok eksperimen adalah metode inkuiri.

Hasil penelitian menunjukkan bahwa: 1) metode inkuiri berpengaruh terhadap kemampuan evaluasi. Selisih skor *pretest – posttest* pada kelompok eksperimen ($M = 0,8715$, $SE = 0,11578$) lebih tinggi daripada selisih skor *pretest – posttest* pada kelompok kontrol ($M = 0,2573$, $SE = 0,12576$). Perbedaan tersebut signifikan dengan $t(46) = -3,593$, $p = 0,001$ ($p < 0,05$). Besar pengaruh $r = 0,468$ atau setara 21% termasuk dalam efek menengah, 2) metode inkuiri berpengaruh terhadap kemampuan menarik kesimpulan. Selisih skor *pretest – posttest* pada kelompok eksperimen ($M = 0,7946$, $SE = 0,17054$) lebih tinggi daripada selisih skor *pretest – posttest* pada kelompok kontrol ($M = 0,1500$, $SE = 0,20655$). Perbedaan tersebut signifikan dengan $t(46) = -2,429$, $p = 0,019$ ($p < 0,05$). Besar pengaruh $r = 0,337$ atau setara 11% termasuk dalam efek menengah.

Kata kunci: Kemampuan berpikir kritis, metode inkuiri, kemampuan evaluasi, kemampuan menarik kesimpulan, mata pelajaran IPA.

ABSTRACT**THE EFFECT OF THE IMPLEMENTATION OF THE INQUIRY METHOD ON THE EVALUATING AND CONCLUSION-MAKING ABILITY OF FOURTH GRADE STUDENTS IN CONDONGCATUR YOGAYAKARTA ELEMENTARY SCHOOL**

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The background of this research focused on Indonesian students' low science ability based on the research that was conducted by PISA in 2012, 2015, and 2018. The research aimed to know the effect of the implementation of the inquiry method towards the evaluating and conclusion-making ability from the material about energy sources on the elementary school students grade IV in Condongcatur Yogyakarta Elementary School.

This study was quasi-experimental research which used pretest-posttest non-equivalent group design. This research was conducted in Condongcatur Yogyakarta Elementary School from 19 until August 31, 2019. The population of this research were all fourth-grade students consisting of 48 students. Moreover, the sample of this research was divided into two groups, they were the experimental group consisting of 26 students, and the control group consisting of 22 students. The researcher applied an inquiry method as the special treatment in the experimental group.

The results showed that: 1) the inquiry method had a good effect on the students' evaluating ability. The difference between the pre-test and the post-test result from the experimental group was ($M = 0,8715$, $SE = 0,11578$), while the difference between the pre-test and the post-test result from the control group was ($M = 0,2573$, $SE = 0,12576$). The data showed that the result of the experimental group was higher than the control group. Moreover, the difference between the experimental group and the control group was significant with $t(46) = -3,593$, $p = 0,001$ ($p < 0,05$). Furthermore, $r = 0,468$ or equal to 21% in which it was included in the intermediate effect, 2) the inquiry method influenced the students' ability to draw conclusions since the difference between the pretest and the posttest result from the experimental group was ($M = 0,7946$, $SE = 0,17054$), while the difference between the pretest and the posttest result from the control group was ($M = 0,1500$, $SE = 0,20655$). The data showed that the result from the experimental group was higher than the control group and the difference between the experimental group and the control group was significant with $t(46) = -2,429$, $p = 0,019$ ($p < 0,05$) while $r = 0,337$ or equal to 11% in which it was included in the intermediate effect.

Keywords: critical thinking ability, inquiry method, evaluating ability, conclusion-drawing ability, natural science subjects.