

ABSTRAK

EFEKTIVITAS MODEL PEMBELAJARAN *PROCESS ORIENTED GUIDED INQUIRY LEARNING* UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS DAN KEMANDIRIAN BELAJAR SISWA PADA MATA PELAJARAN EKONOMI DI SMA PANGUDI LUHUR SEDAYU

Heribertus Kurniawan Apriliyanto
Universitas Sanata Dharma
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Penelitian ini bertujuan untuk mengetahui dan menganalisis efektivitas model pembelajaran *process oriented guided inquiry learning* untuk meningkatkan kemampuan berpikir kritis dan kemandirian belajar siswa pada mata pelajaran ekonomi di SMA Pangudi Luhur Sedayu.

Penelitian ini merupakan penelitian tindakan kelas (PTK) dengan satu siklus tindakan yang dilakukan pada bulan September-Oktober 2022 di SMA Pangudi Luhur Santo Louis IX Sedayu. Subjek penelitian adalah siswa kelas XI MIPA 1 sebanyak 25 siswa, sedangkan objek penelitian adalah kemampuan berpikir kritis dan kemandirian belajar dalam mata pelajaran ekonomi. Teknik pengumpulan data menggunakan tes dan kuesioner. Analisis data deskriptif kualitatif digunakan untuk menggambarkan kemampuan berpikir kritis dan kemandirian belajar siswa selama mengikuti kegiatan pembelajaran. Sedangkan, analisis data kuantitatif digunakan dalam menghitung perolehan dari skor pretest, posttest, dan kuesioner.

Hasil analisis data menunjukkan bahwa: 1) tingkat kemampuan berpikir kritis siswa sebelum penerapan model *process oriented guided inquiry learning* masih banyak yang tergolong cukup kritis; 2) tingkat kemandirian belajar siswa sebelum penerapan model pembelajaran *process oriented guided inquiry learning* masih tergolong kurang mandiri; 3) penerapan model pembelajaran *process oriented guided inquiry learning* dapat meningkatkan kemampuan berpikir kritis siswa melalui sejumlah kegiatan belajar yang mengkondisikan siswa untuk melakukan aktivitas diskusi secara berkelompok guna mendorong siswa untuk menemukan gagasan dan ide yang baru, menyelesaikan masalah dengan cara yang variatif; dan 4) Penerapan model pembelajaran *process oriented guided inquiry learning* dapat meningkatkan kemandirian belajar siswa, di mana melalui aktivitas belajar yang fleksibel, kolaboratif dan kreatif yang memungkinkan siswa untuk mempelajari materi secara mandiri, mengerjakan soal secara mandiri, dan melakukan diskusi dan komunikasi di antara siswa dengan guru secara lebih aktif dan fleksibel.

Kata kunci: kemampuan berpikir kritis, kemandirian belajar, *process oriented guided inquiry learning*, penelitian tindakan kelas.

ABSTRACT***THE EFFECTIVENESS OF PROCESS ORIENTED GUIDED INQUIRY
LEARNING MODEL TO IMPROVE STUDENT CRITICAL THINKING
SKILLS AND STUDENT LEARN INDEPENDENCE OF STUDENT
LEARNING IN ECONOMICS SUBJECT
AT SMA PANGUDI LUHUR SEDAYU***

Heribertus Kurniawan Apriliyanto
Sanata Dharma University
2023

This study aims to determine and analyze the effectiveness of the process-oriented guided inquiry learning model to improve students' critical thinking skills and independent learning in economics subjects at SMA Pangudi Luhur Sedayu.

This research is a classroom action research (CAR) with one action cycle which was conducted in September-October 2022 at SMA Pangudi Luhur Santo Louis IX Sedayu. The research subjects were 25 students of class XI MIPA 1, while the objects of the study were the ability to think critically and study independently in economics. Data collection techniques using tests and questionnaires. Qualitative descriptive data analysis is used to describe critical thinking skills and student learning independence while participating in learning activities. Meanwhile, quantitative data analysis was used to calculate the gain from pretest, posttest, and questionnaire scores.

The results of the data analysis showed that: 1) the level of students' critical thinking skills prior to the application of the process oriented guided inquiry learning model was still quite critical; 2) the level of student learning independence before the application of the process oriented guided inquiry learning model was still classified as less independent; 3) the application of the process-oriented guided inquiry learning model can improve students' critical thinking skills through a number of learning activities that condition students to carry out discussion activities in groups to encourage students to find new ideas and ideas, solve problems in a variety of ways; and 4) Application of the process-oriented guided inquiry learning model can increase student learning independence, where through flexible, collaborative and creative learning activities that allow students to study material independently, work on questions independently, and carry out discussions and communication between students and teachers more actively and flexibly.

Keywords: *critical thinking skills, independent learning, process oriented guided inquiry learning, classroom action research.*