

ABSTRAK

PENINGKATAN KEMAMPUAN BERPIKIR KRITIS DAN HASIL BELAJAR MENGGUNAKAN MODEL PEMBELAJARAN INKUIRI MATERI FLORA FAUNA KELAS IV SDN BABARSARI

Dionisius Dani Wijaya
Universitas Sanata Dharma
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Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis dan hasil belajar siswa, berdasarkan observasi serta wawancara dengan guru kelas, diperoleh data rata-rata kemampuan berpikir kritis pada kondisi awal sebesar 50,10 (sangat rendah) dan rata-rata hasil belajar sebesar 52,94–55,36 dengan ketuntasan hanya 3,57%–33,33%. Penelitian ini bertujuan untuk meningkatkan kemampuan berpikir kritis dan hasil belajar siswa kelas IV SDN Babarsari pada materi Flora dan Fauna dalam mata pelajaran IPAS melalui penerapan model pembelajaran inkuiri.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, masing-masing siklus terdiri dari dua pertemuan. Subjek penelitian adalah 28 siswa kelas IV SDN Babarsari tahun ajaran 2025/2026. Data dikumpulkan melalui observasi, kuesioner, wawancara, dan tes (pretest-posttest). Teknik analisis data meliputi analisis deskriptif kuantitatif dengan perhitungan rata-rata, persentase ketuntasan, dan *N-Gain Score*.

Pembelajaran ini dilaksanakan melalui enam langkah utama, yaitu orientasi, mengajukan masalah, menyusun hipotesis, pengumpulan data, pengujian hipotesis, dan menyusun kesimpulan. Hasil penerapan model ini terbukti mampu meningkatkan kemampuan berpikir kritis peserta didik, yang ditunjukkan dengan kenaikan nilai rata-rata dari 61,59 pada siklus I menjadi 84,02 pada siklus II. Sejalan dengan hal tersebut, rata-rata hasil belajar peserta didik juga mengalami peningkatan dari 72,94 pada siklus I menjadi 81,99 pada siklus II. Berdasarkan hasil perhitungan uji *N-Gain score*, penerapan model inkuiri ini terbukti cukup efektif; kemampuan berpikir kritis memperoleh skor sebesar 0,592 (59,2%) yang masuk dalam klasifikasi sedang atau cukup efektif, dan hasil belajar memperoleh skor sebesar 0,594 (59,4%) yang juga berada pada klasifikasi sedang atau cukup efektif. **Kata kunci:** model pembelajaran inkuiri, berpikir kritis, hasil belajar, flora dan fauna, Penelitian Tindakan Kelas.

ABSTRACT

**IMPROVING CRITICAL THINKING SKILLS AND LEARNING OUTCOMES USING
THE INQUIRY-BASED LEARNING MODEL FOR THE FLORA AND FAUNA UNIT IN
GRADE 4 AT SDN BABARSARI**

Dionisius Dani Wijaya
Sanata Dharma University
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This research is motivated by the students' low critical thinking skills and learning outcomes. Based on observations and interviews with the classroom teacher, the initial average score for critical thinking skills was 50.10 (very low), and the average for learning outcomes was 52.94–55.36, with a learning mastery level of only 3.57%–33.33%. This study aims to improve the critical thinking skills and learning outcomes of fourth-grade students at SDN Babarsari on the topic of Flora and Fauna in the Natural and Social Sciences (IPAS) subject through the implementation of the inquiry learning model.

This study is a Classroom Action Research (CAR) conducted in two cycles, with each cycle consisting of two meetings. The subjects of this research were 28 fourth-grade students at SDN Babarsari in the 2025/2026 academic year. Data were collected through observations, questionnaires, interviews, and tests (pretest-posttest). The data analysis techniques included quantitative descriptive analysis by calculating the mean, mastery percentage, and N-Gain Score.

The learning process was carried out through six main steps: orientation, formulating problems, formulating hypotheses, collecting data, testing hypotheses, and drawing conclusions. The implementation of this model was proven to improve students' critical thinking skills, as indicated by an increase in the average score from 61.59 in Cycle I to 84.02 in Cycle II. In line with this, the students' average learning outcomes also increased from 72.94 in Cycle I to 81.99 in Cycle II. Based on the calculation of the N-Gain score test, the application of this inquiry model proved to be fairly effective; critical thinking skills obtained a score of 0.592 (59.2%), which falls into the medium or fairly effective classification, and learning outcomes obtained a score of 0.594 (59.4%), which is also in the medium or fairly effective classification.

Keywords: *inquiry-based learning model, critical thinking, learning outcomes, flora and fauna, Classroom Action Research.*