

## ABSTRAK

### EFEKTIVITAS PENERAPAN METODE PEMBELAJARAN BERBASIS MASALAH (*PROBLEM BASED LEARNING*) DAN METODE INKUIRI TERBIMBING (*GUIDED INQUIRY*) TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA BERDASARKAN MINAT BELAJAR

(Studi Kuasi Eksperimen Pada Mata Pelajaran Ekonomi Kelas XI SMA Negeri 11 Bandung)

Lulu Azzahra

Program Studi Pendidikan Ekonomi  
Sekolah Pascasarjana Universitas Pendidikan Indonesia

#### Abstrak

Kemampuan siswa dalam berpikir tingkat tinggi masih rendah, dimana pada proses pembelajaran belum mampu mengerjakan soal-soal yang memerlukan tanggapan (*reasoning*). Kemampuan berpikir kritis khususnya berpikir tingkat tinggi sangat diperlukan peserta didik, dengan harapan agar peserta didik dapat memecahkan masalah yang dihadapinya dan melahirkan solusi yang tepat dalam kehidupan sehari-hari. Salah satu pendidikan pada jenjang pendidikan menengah adalah Sekolah Menengah Atas (SMA) sebagai lembaga pendidikan yang diharapkan menciptakan peserta didik yang berkualitas dan dapat mengembangkan potensi yang dimilikinya. Penelitian ini bertujuan untuk menguji efektivitas penerapan metode Pembelajaran Berbasis Masalah (*Problem Based Learning*) dan metode Inkuiri Terbimbing (*Guided inquiry*) terhadap kemampuan berpikir kritis siswa berdasarkan minat belajar di SMAN 11 Bandung. Metode yang digunakan adalah *Quasi Experimental Design* dengan desain eksperimen *Factorial Experimental*. Penelitian dilakukan pada kelas XI Ilmu Pengetahuan Sosial mata pelajaran ekonomi kompetensi dasar kerjasama ekonomi internasional di SMAN 11 Bandung pada tahun ajaran 2015/2016, dengan dua kelas eksperimen yang masing-masing menggunakan metode *Problem Based Learning* dan metode *Guided Inquiry*. Hasil analisis data menunjukkan bahwa 1) Terdapat perbedaan tingkat kemampuan berpikir kritis siswa pada kelas yang menggunakan metode berbasis masalah (*problem based learning*) dan metode inkuiri terbimbing (*guided inquiry*), 2) Terdapat perbedaan tingkat kemampuan berpikir kritis siswa pada kelas yang menggunakan metode pembelajaran berbasis masalah (*problem based learning*) dan metode inkuiri terbimbing (*guided inquiry*) pada minat belajar tinggi, minat belajar sedang dan minat belajar rendah. 3) Terdapat interaksi antara metode berbasis masalah (*problem based learning*), metode inkuiri terbimbing (*guided inquiry*) dan minat belajar serta kemampuan berpikir kritis siswa. (*guided inquiry*) dan minat belajar serta kemampuan berpikir kritis siswa.

Lulu Azzahra, 2017

EFEKTIVITAS PENERAPAN METODE PEMBELAJARAN BERBASIS MASALAH (*PROBLEM BASED LEARNING*) DAN METODE INKUIRI TERBIMBING (*GUIDED INQUIRY*) TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA BERDASARKAN MINAT BELAJAR

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

**Kata Kunci:** *Guided Inquiry Learning, Problem Based Learning, Kemampuan Berpikir Kritis Siswa, Minat Belajar.*

Lulu Azzahra, 2017

**EFEKTIVITAS PENERAPAN METODE PEMBELAJARAN BERBASIS MASALAH (PROBLEM BASED LEARNING) DAN METODE INKUIRI TERBIMBING (GUIDED INQUIRY) TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA BERDASARKAN MINAT BELAJAR**

Universitas Pendidikan Indonesia | [repository.upi.edu](http://repository.upi.edu) | [perpustakaan.upi.edu](http://perpustakaan.upi.edu)

## ABSTRACT

### THE EFFECTIVENESS OF METHOD PROBLEM BASED LEARNING AND METHOD GUIDED INQUIRY CRITICAL THINKING SKILLS OF INTEREST BASED ON STUDENT LEARNING

(Quasi-Experimental Study Subjects In Economy Class XI SMAN 11 Bandung)

**Lulu Azzahra**

Study Program of Economic Education  
Graduate School of Education University of Indonesia

#### Abstract

*Student ability to think critically is still low, where the learning process has not been able to work on the problems that require a response (reasoning). Critical thinking skills, especially urgently needed high-level thinking learners, with the hope that the students can solve his problems and give birth right solutions in everyday life. One education in secondary education is high school as an educational institution that is expected to create learners who are qualified and able to develop their potential. The purpose of this study was to test the effectiveness of Problem Based Learning method (Problem Based Learning) method and Guided Inquiry (Guided inquiry) to the critical thinking skills students learn based on their interests in SMAN 11 Bandung. The method used was Quasi-Experimental Design with Factorial experimental design Experimental. The study was conducted in classes XI Social Sciences economic subject basic competencies of international economic cooperation in SMAN 11 Bandung in the academic year 2015/2016, with two classes of experiments, each using a Problem Based Learning method and method of Guided Inquiry. The results of data analysis showed that 1) There are differences in the level of critical thinking skills of students in the classes using methods based on problem (problem based learning) and guided inquiry method (guided inquiry), 2) There are differences in the level of critical thinking skills of students in the class teaching methods based problems (problem based learning) and guided inquiry method (guided inquiry) on a high learning interest, interest in learning medium and low learning interest. 3) There is an interaction between the method based on problem (problem based learning), the method inquiry guidance (guided inquiry) and interest in learning and critical thinking skills of students.*

**Keywords:** *Guided Inquiry Learning, Problem Based Learning, Student Critical Thinking Skills, Interests Learning.*

Lulu Azzahra, 2017

**EFEKTIVITAS PENERAPAN METODE PEMBELAJARAN BERBASIS MASALAH (PROBLEM BASED LEARNING) DAN METODE INKUIRI TERBIMBING (GUIDED INQUIRY) TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA BERDASARKAN MINAT BELAJAR**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu