

**PENGARUH METODE *GUIDED INQUIRY LEARNING* DAN METODE
PROBLEM SOLVING TERHADAP KEMAMPUAN BEPIKIR KRITIS
SISWA DENGAN MODERATOR MOTIVASI BELAJAR SISWA
(Studi Quasi Eksperimen Pada Mata Pelajaran Ekonomi Kompetensi Dasar
APBN dan APBD Terhadap Perekonomian Siswa di Kelas XI IIS
di SMA Negeri 1 Barabai, Kalimantan Selatan)**

TESIS

**Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar
Magister Pendidikan Program Studi Pendidikan Ekonomi**



Oleh

**Novita Sri Ariyanti
NIM 1706481**

**PROGRAM STUDI PENDIDIKAN EKONOMI
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
2019**

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Negeri 1 Barabai, Kalimantan Selatan)**

Oleh
Novita Sri Ariyanti

S.Pd Universitas Lambung Mangkurat Banjarmasin, 2016

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Ekonomi

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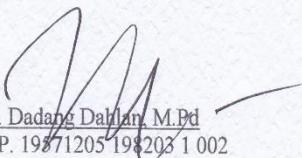
NOVITA SRI ARIYANTI

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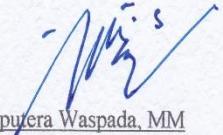
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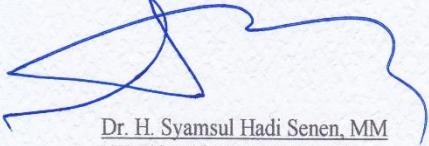
Pembimbing I


Dr. Dadang Dahlan, M.Pd
NIP. 19871205 198203 1 002

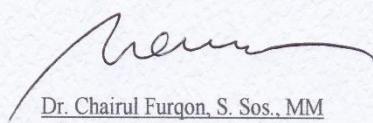
Pembimbing II


Dr. Ikaputera Waspada, MM
NIP. 19610420 198703 1 001

Pengaji I


Dr. H. Syamsul Hadi Senen, MM
NIP. 19550917 198002 1 001

Pengaji II


Dr. Chairul Furqon, S. Sos., MM
NIP. 19720615 200312 1 001

Mengetahui,
Ketua Program Studi Pendidikan Ekonomi
Sekolah Pascasarjana Universitas Pendidikan Indonesia


Prof. Dr. H. Suwatno, M.Si
NIP. 19620127 198803 1 001

ABSTRAK

PENGARUH METODE *GUIDED INQUIRY LEARNING* DAN METODE *PROBLEM SOLVING* TERHADAP KEMAMPUAN BEPIKIR KRITIS SISWA DENGAN MODERATOR MOTIVASI BELAJAR SISWA (Studi Quasi Eksperimen Pada Mata Pelajaran Ekonomi Kompetensi Dasar APBN dan APBD Terhadap Perekonomian Siswa Kelas XI IIS di SMA Negeri 1 Barabai, Kalimantan Selatan)

Di bawah bimbingan:
Dr. Dadang Dahlan, M.Pd. dan Dr. Ikaputera Waspada, MM.

Oleh:
Novita Sri Ariyanti
1706481

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis siswa di kelas XI IIS di SMA Negeri 1 Barabai yang ditandai dengan masih rendahnya nilai indikator kemampuan berpikir kritis siswa. Tujuan dari penelitian ini adalah untuk mengetahui perbedaan pengaruh antara metode *guided inquiry learning* dengan metode *problem solving* terhadap kemampuan berpikir kritis siswa, perbedaan kemampuan berpikir kritis siswa yang menggunakan metode *guided inquiry learning* dengan metode *problem solving* pada tingkat motivasi tinggi, sedang, dan rendah, dan bagaimana interaksi metode pembelajaran dengan motivasi belajar siswa terhadap kemampuan berpikir kritis. Metode penelitian adalah kuasi eksperimen menggunakan desain faktorial 2x3. Instrumen dalam penelitian ini menggunakan tes kemampuan berpikir kritis siswa dan kuesioner motivasi belajar siswa. Analisis data menggunakan inferensial parametris *two-way ANOVA* SPSS 23. Hasil dari analisis data menunjukkan bahwa: 1) Terdapat perbedaan kemampuan berpikir kritis siswa yang menggunakan metode *guided inquiry learning* dengan metode *problem solving*, 2) Terdapat perbedaan kemampuan berpikir kritis siswa yang menggunakan metode *guided inquiry learning* dengan metode *problem solving* pada tingkat motivasi tinggi, sedang, dan rendah, 3) Terdapat interaksi metode pembelajaran dengan motivasi belajar siswa.

Kata Kunci: Metode Inquiry Terbimbing (*Guided Inquiry Learning*), Metode *Problem Solving*, Motivasi Belajar, Kemampuan Berpikir Kritis.

ABSTRACT

EFFECT OF GUIDED INQUIRY LEARNING METHOD AND PROBLEM SOLVING METHOD TOWARDS STUDENT'S CRITICAL THINKING SKILLS WITH STUDENT LEARNING MOTIVATION MODERATOR (Study of Quasi Experiments on The Lesson of Economic Basic Competencies APBN and APBD on the Economy of Class XI IIS Students at SMA Negeri 1 Barabai, Kalimantan Selatan)

Under guidance of:

Dr. Dadang Dahlan, M.Pd. and Dr. Ikaputera Waspada, MM.

**By:
Novita Sri Ariyanti
1706481**

This research is based on the low critical thinking skills of students in class XI IIS in SMA Negeri 1 Barabai, Kalimantan Selatan which is characterized by the low value of indicators of student's critical thinking skills. The purpose of this study was to determine the difference in influence between the guided inquiry learning method and the problem solving method on students' critical thinking skills, the difference in critical thinking skills of students using the guided inquiry learning method with problem solving methods at high, medium and low motivation levels, and how is the interaction of learning methods with student learning motivation towards critical thinking skills. The research method was quasi-experimental using a 2x3 factorial design. The instrument in this study used the students' critical thinking ability test and student learning motivation questionnaire. Data analysis using inferential parametric two-way ANOVA SPSS 23. The results of data analysis show that: 1) There are differences in critical thinking skills of students using guided inquiry learning methods with problem solving methods, 2) There are differences in students' critical thinking skills using guided methods inquiry learning with problem solving methods at high, medium, and low levels of motivation, 3) There are interaction learning methods with student learning motivation.

Keywords: *Guided Inquiry Learning Method, Problem Solving Method, Students Learning Motivation, Critical Thinking Skills.*

DAFTAR ISI

	Halaman
PERNYATAAN.....	i
ABSTRAK	ii
ABSTRACT	iii
KATA PENGANTAR.....	iv
UCAPAN TERIMAKASIH.....	v
DAFTAR ISI.....	vii
DAFTAR TABEL	x
DAFTAR GAMBAR.....	xii
LAMPIRAN.....	xiii
BAB I PENDAHULUAN.....	1
1.1 Latar Belakang Penelitian	1
1.2 Rumusan Masalah Penelitian	7
1.3 Tujuan Penelitian	8
1.4 Manfaat Penelitian	9
BAB II KAJIAN PUSTAKA, KERANGKA BERPIKIR, DAN HIPOTESIS PENELITIAN	10
2.1 Kemampuan Berpikir Kritis.....	10
2.1.1 Pengertian Kemampuan Berpikir Kritis.....	10
2.1.2 Ciri-Ciri Kemampuan Berpikir Kritis	12
2.1.3 Indikator Kemampuan Berpikir Kritis	14
2.1.4 Manfaat Kemampuan Berpikir Kritis	17
2.1.5 Faktor-Faktor yang Mempengaruhi Kemampuan Berpikir Kritis	19
2.2 Faktor-Faktor yang Mempengaruhi Dalam Pemilihan Metode Pembelajaran.....	19
2.3 Teori Belajar yang Melandasi Metode <i>Guided Inquiry Learning</i> dan Metode <i>Problem Solving</i>	22
2.3.1 Teori Belajar Konstruktivisme.....	22
2.4 Metode <i>Guided Inquiry Learning</i>	24
2.4.1 Pengertian Metode <i>Guided Inquiry Learning</i>	24

2.4.2 Ciri-Ciri Metode <i>Guided Inquiry Learning</i>	25
2.4.3 Sintak Metode <i>Guided Inquiry Learning</i>	25
2.4.4 Kelebihan dan Kekurangan Metode <i>Guided Inquiry Learning</i>	27
2.5 Metode <i>Problem Solving</i>	28
2.5.1 Pengertian Metode <i>Problem Solving</i>	28
2.5.2 Ciri-Ciri Metode <i>Problem Solving</i>	29
2.5.3 Sintaks Metode <i>Problem Solving</i>	30
2.5.4 Kelebihan dan Kekurangan Metode <i>Problem Solving</i>	32
2.6 Motivasi Belajar.....	33
2.6.1 Pengertian Motivasi	33
2.6.2 Jenis-Jenis Motivasi	34
2.6.3 Faktor-Faktor yang Mempengaruhi Motivasi.....	35
2.6.4 Fungsi Motivasi dalam Belajar	37
2.6.5 Teori Motivasi Belajar	37
2.6.6 Indikator Motivasi Belajar	39
2.7 Penelitian Terdahulu	40
2.8 Kerangka Berpikir	47
2.9 Paradigma Berpikir	51
2.10 Hipotesis Penelitian	51
BAB III METODE PENELITIAN	52
3.1 Metode dan Desain Penelitian	52
3.2 Subjek Penelitian	53
3.3 Operasional Variabel	53
3.3.1 Kemampuan Berpikir Kritis Siswa	53
3.3.2 Metode <i>Guided Inquiry Learning</i>	54
3.3.3 Metode <i>Problem Solving</i>	55
3.3.4 Motivasi Belajar Siswa	56
3.4 Alat Penelitian.....	57
3.4.1 Tes.....	57
3.4.2 Kueisoner	59
3.5 Prosedur Penelitian	60
3.6 Teknik Analisis Data.....	65

3.6.1 Tes.....	65
3.6.2 Kuesioner	70
3.6.3 Uji Prasyarat Statistik Parametris	73
3.7 Pengujian Hipotesis	74
BAB IV HASIL PENELITIAN DAN PEMBAHASAN.....	76
4.1 Deskripsi Tempat Penelitian	76
4.1.1 Deskripsi Pelaksanaan Penelitian di Kelas Eksperimen 1 ..	78
4.1.2 Deskripsi Pelaksanaan Penelitian di Kelas Eksperimen 2 ..	80
4.1.3 Deskripsi Pelaksanaan Penelitian di Kelas Kontrol.....	81
4.2 Hasil Pengolahan Data Kemampuan Berpikir Kritis Siswa	82
4.2.1 Kemampuan Berpikir Kritis Siswa Kelas Eksperimen 1 Dan Kelas Eksperimen 2.....	82
4.2.2 Ketuntasan Indikator Kemampuan Berpikir Kritis Siswa ..	83
4.3 Hasil Pengolahan Data Motivasi Belajar Siswa.....	86
4.3.1 Kategori Motivasi Belajar Siswa	86
4.4 Hasil Analisis Data	88
4.4.1 Hasil Uji Normalitas	88
4.4.2 Hasil Uji Homogenitas.....	89
4.5 Hasil Uji Hipotesis.....	90
4.6 Pembahasan Hasil Penelitian	98
4.6.1 Pengaruh Metode Pembelajaran Terhadap Kemampuan Berpikir Kritis	99
4.6.2 Pengaruh Motivasi Belajar Siswa Terhadap Kemampuan Berpikir Kritis	103
4.6.3 Pengaruh Interaksi Antara Metode Pembelajaran dan Motivasi Belajar Siswa Terhadap Kemampuan Berpikir Kritis	105
4.7 Keterbatasan Penelitian.....	107
BAB V KESIMPULAN DAN SARAN	108
5.1 Kesimpulan	108
5.2 Saran	109
DAFTAR PUSTAKA	110

DAFTAR PUSTAKA

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