

ABSTRAK

PENGARUH PENERAPAN METODE *PROBLEM BASED INSTRUCTION* (PBI) DAN *GUIDED INQUIRY* (GI) TERHADAP KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK

(Studi Quasi Eksperimen pada Mata Pelajaran Ekonomi Kelas XI IPS SMAN 1 Cilegon- Banten)

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Penelitian ini dilatarbelakangi oleh perkembangan pendidikan pada abad 21 yang mana pada abad ini berlandaskan ilmu pengetahuan dan teknologi, sehingga menuntut sumber daya manusia sebuah negara untuk menguasai dan terus mengembangkan berbagai bentuk kemampuan dan keterampilan, termasuk keterampilan berpikir kritis (*higher order thinking skills*) dan pemecahan masalah. Maka perlu dilakukan penelitian yang bertujuan untuk mengetahui penerapan Metode *Problem Based Instruction* (PBI) Dan *Guided Inquiry* (GI) Terhadap Kemampuan berpikir kritis peserta didik. Penelitian ini adalah penelitian quasi eksperimen, yang menggunakan desain eksperimen *counterbalance*, sedangkan analisis data yang digunakan adalah uji statistik parametrik yang menggunakan SPSS versi 22. Adapun hasil penelitian menunjukkan bahwa 1. Tidak terdapat perbedaan kemampuan berpikir kritis peserta didik pada kelas eksperimen yang menerapkan metode *Problem Based Instruction* (PBI) Dan *Guided Inquiry* (GI) Terhadap Kemampuan berpikir kritis peserta didik. 2. Terdapat perbedaan kemampuan berpikir kritis peserta didik pada kelas eksperimen yang menerapkan metode *Problem Based Instruction* (PBI) dengan Ceramah. 3. Terdapat perbedaan kemampuan berpikir kritis peserta didik pada kelas eksperimen yang menerapkan metode *Guided Inquiry* (GI) dengan Ceramah. Dari hasil penelitian yang telah dilakukan maka direkomendasikan untuk para pendidik, bahwa meningkatkan berpikir kritis peserta didik mata pelajaran ekonomi IPS dapat menerapkan metode *Problem Based Instruction* (PBI) dan *Guided Inquiry* (GI).

Kata kunci : *Problem Based Instruction* (PBI), *Guided Inquiry* (GI), Berpikir Kritis

ABSTRACT

THE INFLUENCE OF IMPLEMENTING PROBLEM BASED INSTRUCTION (PBI) AND GUIDED INQUIRY (GI) TOWARDSTUDENTS' ABILITY INCRITICAL THINKING

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This study is conducted based on the development of education in the 21st century which based on science and technology in which demands human resource to develop various skill and ability, including higher order thinking skills and problem solving. Therefore, it is necessary to do research to figure out the application of *Problem Based Instruction* (PBI) and *Guided Inquiry* (GI) methods regarding to learner's critical thinking. This research was a quasi experimental research, which applies counterbalance experimental design, while the analytical data was processed through parametric statistic by using SPSS version 22. The result of research indicates that: 1. There are no differences in students' critical thinking skills in experiment class that applies *Problem Based Instruction* (PBI) and *Guided Inquiry* (GI) method on learning critical thinking toward critical thinking learners' ability. 2. There are differences in experimental class, that applies Problem Based Instruction (PBI) method, and control class that applies lecturing method. 3. There are differences in students' critical thinking skills between students in experiment class that applied Guided Inquiry method and students in control class that applied lecturing method. According to this research, it is recommended for teachers to improve students' critical thinking in Sosial Economic subject by implementing Problem Based Instruction (PBI) and Guided Inquiry (GI)

Keyword: *Problem Based Instruction* (PBI), *Guided Inquiry* (GI), **Critical Thinking.**