ABSTRAK

**Lestari, Alfian Lutfiani**. (2024). *Efektivitas Model Inquiry Based Learning Berbasis Edutainment Untuk Meningkatkan Kemampuan Berpikir Kritis di SD Islam Al-Falah Margasari*. Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Peradaban. Pembimbing: **Dwi Hesty Kristyaningrum, M.Pd.**

**Kata kunci:** Model Inquiry Based Learning, Edutainment, Berpikir Kritis

Penelitian ini dilatar belakangi oleh kegiatan belajar mengajar saat ini belum memberikan kesempatan kepada siswa untuk berkembang sehingga kemampuan berpikir kritis siswa masih rendah. Penelitian ini bertujuan untuk mengetahui apakah ada perbedaan kemampuan berpikir kritis yang diajarkan dengan model IBL berbasis *edutainment* dibandingkan dengan kelas yang diajarkan dengan model konvensional. Dan melihat peningkatan kemampuan berpikir kritis dalam penerapan model IBL berbasis *edutainment*. Serta model IBL berbasis *edutainment* efektif meningkatkan kemampuan berpikir kritis siswa kelas IV. Jenis penelitian ini adalah penelitian kuantitatif dengan metode *Quasi Eksperimen* dengan desain *Non-Equivalent Control- Group Design*. Populasi dalam penelitian ini yaitu seluruh siswa kelas IV di SD Islam Al-Falah Margasari yang berjumlah 42 siswa. Teknik pengambilan sampel pada penelitian ini menggunakan teknik sampling jenuh. Sampel penelitiannya adalah kelas IV A sejumlah 21 siswa sebagai kelas eksperimen dan kelas IV B sejumlah 21 siswa sebagai kelas kontrol. Teknik pengambilan data menggunakan teknik wawancara, observasi, tes, dan dokumentasi. Teknik analisis data menggunakan uji *independent sample t-test*, uji *paired sample t-test*, dan uji *n-gain*. Hasil penelitian menunjukan uji t *independent* diperoleh nilai Sig (-2 tailed) 0.000, nilai tersebut < 0.05 artinya H1 diterima. Uji kedua diperoleh 0,000 nilai tersebut < 0.05 artinya H1 diterima dan Uji ketiga *n-gain* diperoleh 0,60 artinya dalam kategori sedang. Dapat disimpulkan kemampuan berpikir kritis yang diajarkan model IBL berbasis *edutainment* lebih baik dan terdapat peningkatan kemampuan berpikir kritis serta model IBL berbasis *edutainment* cukup efektif meningkatkan kemampuan berpikir kritis siswa karena nilai *mean* berada diantara nilai 0,30 < *n gain* < 0,70.

***ABSTRACT***

**Lestari, Alfian Lutfiani.** (2024). The Effectiveness of the Edutainment-Based Inquiry Based Learning Model to Improve Critical Thinking Skills at Al-Falah Margasari Islamic Elementary School. Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas Peradaban. Advisor: **Dwi Hesty Kristyaningrum, M.Pd.**

**Keywords**: Inquiry Based Learning Model, Edutainment, Critical Thinking

This research is motivated by the current teaching and learning activities that have not provided opportunities for students to develop so that students' critical thinking skills are still low. This study aims to determine whether there is a difference in critical thinking skills taught with the edutainment-based IBL model compared to classes taught with conventional models. And to see the increase in critical thinking skills in the application of the edutainment-based IBL model. And the edutainment- based IBL model is effective in improving the critical thinking skills of fourth-grade students. This type of research is quantitative research with the Quasi Experiment method with the Non-Equivalent Control-Group Design design. The population in this study were all fourth-grade students at Al-Falah Margasari Islamic Elementary School, totaling 42 students. The sampling technique in this study used a saturated sampling technique. The research sample was class IV A with 21 students as the experimental class and class IV B with 21 students as the control class. Data collection techniques used interview, observation, test, and documentation techniques. Data analysis techniques used independent sample t-test, paired sample t-test, and n-gain test. The results of the study showed that the independent t-test obtained a Sig value (- 2 tailed) of 0.000, the value <0.05 means that H1 is accepted. The second test obtained 0.000, the value <0.05 means that H1 is accepted and the third n-gain test obtained

0.60 means that it is in the moderate category. It can be concluded that the critical thinking skills taught by the edutainment-based IBL model are better and there is an increase in critical thinking skills and the edutainment-based IBL model is quite effective in improving students' critical thinking skills because the mean value is between 0.30 <n gain <0.70.