ABSTRAK

Sa’diyyah, Aulia Marifatus, 2024. *Pengaruh Guided Inquiry Learning Berbantuan Video Animasi Pada Mata Pelajaran IPAS Terhadap Kemampuan Berpikir Kritis Siswa Kelas V di SDN Karangmangu*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar. Universitas Peradaban. Pembimbing Anwar Ardani, M.Pd.

Kata Kunci: *Guided Inquiry Learning*, Video Animasi, IPAS, Kemampuan Berpikir Kritis

# Rendahnya kemampuan berpikir kritis siswa pada mata pelajaran IPAS disebabkan karena guru masih menggunakan pembelajaran konvensional. Penelitian ini bertujuan untuk mengetahui pengaruh *guided inquiry learning* berbantuan video animasi terhadap kemampuan berpikir kritis siswa pada mata pelajaran IPAS. Metode yang digunakan adalah *quasi eksperiment* dengan desain *Non Equivalent Pretest and Posttest Group Design.* Penelitian ini dilakukan di SDN di desa karangmangu tahun ajaran 2023/2024 dengan populasi sebanyak 50 siswa dan 30 sampel. Teknik penentuan sampling menggunakan *cluster random sampling.* Instrument yang digunakan adalah tes dengan menggunakan teknik analisis data berupa uji Normalitas, Uji Homogenitas, dan Uji Keseimbangan. Berdasarkan uji regresi linier sederhana menghasilkan nilai Fhitung (55,25) > Ftabel (4,67) dan memperoleh koefisien determinasi sebesar 0,8094. Sehingga dapat disimpulkan bahwa pembelajaran inkuiri berbantuan video animasi memberikan pengaruh sebesar 80,94% terhadap kemampuan berpikir kritis siswa pada mata pelajaran IPAS. Berdasarkan uji *independent sample t test* diperoleh nilai Thitung sebesar 3,83 > Ttabel sebesar 2,048. Sehingga dapat disimpulkan bahwa terdapat perbedaan kemampuan berpikir kritis siswa antara kelas yang menggunakan *guided inquiry learning* berbantuan video animasi dengan kelas yang menggunakan pembelajaran konvensional. Berdasarkan uji *paired sample t test* diperoleh nilai Thitung 12,240 > Ttabel (2,145). Hal ini menunjukkan bahwa terdapat peningkatan kemampuan berpikri kritis siswa kelas V SDN Karangmangu pada mata pelajaran IPAS setelah diterapkannya *guided inquiry learning* berbantuan video animasi.

***ABSTRACT***

Sa'diyyah, Aulia Marifatus, 2024. The Influence of Guided Inquiry Learning Assisted by Animated Videos on Critical Thinking Skills of 5th Grade Students in SDN Karangmangu. Thesis, Elementary School Teacher Education Program, University of Peradaban. Supervisor: Anwar Ardani, M.Pd.

Keywords: Guided inquiry Learning, Video Animation Media, IPAS, Critical Thinking Abilities

The low critical thinking skills of students in the IPAS subject were caused by teachers still using conventional teaching methods. This study used the guided inquiry learning model with animated video media. The aim of this research was to determine the effect of guided inquiry learning with the help of animated videos on students' critical thinking skills in the IPAS subject. The method used was a quasi-experiment with a Non-Equivalent Pretest and Posttest Group Design. This research was conducted at SDN in Karangmangu village in the 2023/2024 academic year, with a population of 50 students and a sample of

30. The sampling technique used cluster random sampling. The instrument used was a test and the data analysis technique included tests for Normality, Homogeneity, and Balance. Based on a simple linear regression test, the obtained Fcount 55.25 > Ftable 4.67 and the coefficient of determination was 0.8094. Therefore, it can be concluded that inquiry-based learning with the help of animated videos has an influence of 80.94% on students' critical thinking skills in the IPAS subject. Based on an independent sample t-test, the obtained Tcount was 3.83 > Ttable of 2.048. Therefore, it can be concluded that there is a difference in students' critical thinking skills between the class using guided inquiry learning with animated videos and the class using conventional teaching methods. Based on the paired sample t-test, a Tcount of 12.240 was obtained, which was greater than the Ttable value of 2.145. Therefore, it could be concluded that there was an improvement in the critical thinking skills of the fifth-grade students at SDN Karangmangu in the IPAS subject after the implementation of guided inquiry learning with the assistance of animated videos. In future research, it is hoped that different learning media can be used and the population can be expanded.