THE INFLUENCE OF THE INQUIRY LEARNING MODEL GUIDED TO ABILITY THINK CRITICAL STUDENT CLASS VIII IN SOCIAL STUDIES SUBJECT AT SMP NEGERI 2 MANDREHE

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ABSTRACT

This research was motivated by the results of a preliminary study conducted at SMP Negeri 2 Mandrehe, which revealed an ongoing issue of low student engagement in the learning process. This study describes the implementation of learning activities through the guided inquiry model and investigates whether the guided inquiry learning model has a significant influence on students' critical thinking skills. The research was conducted at SMP Negeri 2 Mandrehe using an experimental research design, with the population consisting of classes VIII-1 and VIII-2. The sample was selected using a saturated sampling technique.Based on the research findings on the implementation of the guided inquiry learning model, the experimental class had an average post-test score of 85.65, while the control class had an average score of 56.55. Class VIII-1 achieved a score of 75, meeting the Minimum Mastery Criteria (KKM) for the topic Economic Actors at SMP Negeri 2 Mandrehe. Therefore, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. The general conclusion indicates that the guided inquiry learning model is effective in improving the critical thinking skills of students at SMP Negeri 2 Mandrehe.

Keywords: Inquiry-Learning-Model; Students'-Critical-Thinking-Skills; Social-Studies.

INTRODUCTION

In level School Intermediate First (junior high school), education is one of the very important components in development potential individual. Education is not only helping people exchange knowledge, but also helps people learn Lots essential skills For Life. Education, according to the Big Indonesian Dictionary (KBBI), is the process of teaching and training for change attitudes and behavior somebody or group of people to mature. According to Constitution Number 20 of 2003 concerning National Education System, goals education national is for form character and civilization a dignified nation. The goal is for enlightening life nation with develop potential participant Educate you to become a person of faith and morals noble, healthy, knowledgeable, innovative, independent, and able participate in public democratic and responsible answer.

Increase ability think critical need Lots action and practice. Thinking exercises reflective is one of the method for increase ability think critical. With ponder in a way critical thoughts and experiences We alone, we can evaluate decision or argument we and look for thinking or supporting evidence or against it (According to Wahyuni, 2022).

Ability think critical is very important for help student get greater understanding Good about topic, create more assessment accurate, and make more decisions good. Students can use ability think critical for find underlying assumptions statement, assess existing evidence, and make convincing argument. Model learning inquiry guided is one of the effective models for push student for think critical.

This model is approach purposeful instructional for increase knowledge and skills student through framework thinking, planning, and implementation. Students in this model directed for participate in a way active in the learning process. They own chance for do experiment and talk about new ideas and developing them. While role student become more dominant in the learning process, the teacher acts as facilitator who guides and directs students. This model emphasize on students do activity investigation and discover ideas and their relationships. Because they No only accept information, but also active search and evaluate information mentioned, it is hoped that matter This will increase skills think critical they.

Relatedness between ability think critical with learning models inquiry guided often juxtaposed in existing research. The process in learning inquiry guided, helpful participant educate in a way structured solve problem as well as give solution effective (Abdulla, 2023).

This model give chance to student for increase creativity and ability analytical they. Although this model own Lots benefits, field experience show that several learning models No capable increase intelligence critical students. Learning model inquiry is something the method used in the learning process so that student have ability for ask, check, or investigate something that involves all over ability student for search and investigate in a way systematic, critical, logical, analytical, so that they can formulate alone (Lailah, 2021).

Think critical is a clear and directed process that is used in mental activities, such as solve problem, take decision, analyze assumptions and doing research (Afifah, 2019). Other research that discusses effectiveness of learning models inquiry guided to skills think critical in proven social studies learning with there is significant difference between class that provides chance Study guided and independent with class that, compared with class that is not use chance Study guided and independent, have higher average value high. (Widiya & Radia, 2023).

In addition, the ability student for think critical will reduced by learning that is not push student for participate in discussion active and expressing opinion. Conventional learning, where the teacher plays a role as giver information, tends to make student become recipient passive. Ability think critical play role important in development student level basic. Thinking critical allows student for increase understanding concept, improve ability analysis, and making the right decision (Budiman, 2019).

According to observation and observation researchers Previously at SMP Negeri 2 Mandrehe, teachers often use method lecture moment teaching and not fully involving student in learning and answering question Friend classmates. As a result, students tend bored with teacher's approach. Therefore that, researcher want to use method learning inquiry guided for increase ability think children moment learning. This method involve teachers to help student find concepts and principles material.

Because of its importance ability think critical in education, teachers must own abilities that are not only can teach student but also can design and implement method learning that can be increase skills think critical student they. Teachers who have ability think critical can become role

models and facilitators who encourage student they For think more critical and in-depth. According to Fitriani (2022) it emphasizes that principles think critical must entered to in curriculum, in particular the 4c principle, which consists of from think critical, creativity, collaboration, and communication. Teachers who can apply principles This in the learning process they can offer student environment challenging learning where they invited for think in a way more deep and complex.

Ability think critical will achieved by students if the teacher uses a learning model with a building strategy knowledge or draft students. the process where student can trained with to explain they are in trouble life real and then do study scientific in form Work practice for look for solution from problem the.

Therefore that, the role of teachers in increase ability think critical student No only limited to providing lessons; teachers must also motivate and guide student for think in a way critical and analytical. Effective teacher can make learning that is not only focus on mastery material but also skills think critical students. Skills think critical is very important for prepare student for face future challenges that require ability think critical. Therefore that is very important for teachers to Keep going increase ability think critical students and develop learning strategies that encourage ability think critical they.

Ability think critical is very important for help student make more decisions good, understand topic with more well, and analyze the data with more good. With think critical, students can evaluate existing evidence, found underlying assumptions statements, and make rational and logical arguments. This is closely related with results good study Because students who have skills think strong criticism tend can control material with more good. In addition, students who have skills think strong critical can also more good in solve complex problems Because they can find various solutions and assess what is good and what is bad of each solution.

As a result, increasing ability think critical student No only help they in learning but also helps they in life everyday. Improve ability think critical student can achieved through learning Knowledge Social Studies (IPS). Students taught for analyze and evaluate various phenomenon social in context history, geography, economics, and politics. Social studies learning is designed with inquiry model guided can give chance to student for involved in analysis critical problem social moment this, which will help they develop skills think level tall like analysis, synthesis, and evaluation.

Based on background behind this research This aim For investigate The Influence of the Inquiry Learning Model Guided To Ability Think Critical Student Class VIII in Social Studies Subject at SMP Negeri 2 Mandrehe. It is hoped that that this model will help student become more creative and active in the learning process They are expected to that study This will give significant benefits for the world of education, especially in matter increase ability think critical students in junior high school.

RESEARCH METHODS

Study This is study experiment pseudo, namely something method research that aims for get close data results experiment true in conditions under which control or manipulation to all over relevant variables No can fully conducted (Bakri et al., 2021). The research design applied is nonequivalent posttest-only control group design, where the sample study shared into two groups: group experiments that apply learning model inquiry guided in the Learning Process and groups control that is not use learning model inquiry guided in learning. In research This variables freedom (X) is Inquiry Learning Model Guided, variable the bound (Y) is ability think critical student. Data collection was carried out with through Test (Pretest-Posttest). This instrument validated using validity test (r-count > r-table) and its reliability test use coefficient Cronbach's Alpha (σ> 0.60). Data analysis was performed with IBM SPSS Statistics 27. Normality test using Shapiro-Wilk with level significant 0.05 for ensure normal data distribution.

RESULTS AND DISCUSSION
Research result
Description of Trial Results
Validity Test

The value r_tabel for the number of students as many as 20 people is 0.444. Based on calculations using the SPSS Version 27 application, it is obtained validity test results as following.

Table 1. Validity Test Results Test

Question Number	r_{hitung}	r_{tabel}	Information
1	0.579	0.444	**Valid**
2	0.434	0.444	**Valid**
3	0.644	0.444	**Valid**
4	0.640	0,444	**Valid**
5	0.490	0,444	**Valid**
6	0,741	0,444	**Valid**
7	0,579	0,444	**Valid**
8	0,640	0,444	**Valid**
9	0,579	0,444	**Valid**
10	0,567	0,444	**Valid**

Based on the table above, it can be seen that mark r_{hitung}>r_{tabel} for each test item, so that all ten test items are declared valid. A complete description of the results of calculating test validity using SPSS Version 27 can see attachment 7.

Reliability Test

After conduct validity tests so continued with test reliability instrument research. Reliability test results instrument study with use application SPSS Version 27 served can seen in attachment 12, and also can seen in the table following:

Table 2. Reliability Test Results Test

Reliability Statistics

Cronbach's Alpha	N of Items
0.738	10

Based on the table above, there are processed question data everything can categorized reliable, because own Cronbach's Alpha value above of 0.70 . The Cronbach's Alpha value obtained is 0.738 With thus, it can concluded that all test items it is said reliable or reliable.

Difficulty Level Test

Analysis results This used for classify grains question to in category easy, medium, or difficult. As for the level test results difficulties use application SPSS Version 27 can seen in appendix 14 and also presented in table following:

Table 3. Results of Difficulty Level

Question Number	Mean	Max	Indeks Kesukaran	Information
1	5.70	6	0.95	Easy
2	5.45	8	0.68	Currently
3	2.50	10	0.25	Difficult
4	4.50	8	0.56	Currently
5	4.40	8	0.55	Currently
6	2.35	10	0.29	Difficult
7	5.70	6	0.95	Easy
8	2.85	10	0.28	Difficult
9	5.70	6	0.95	Easy
10	5.30	8	0.66	Currently

Based on the table above, it can be seen that fifth grains test own level varying degrees of difficulty. Questions 1, 7 and 9 fall into the category easy; Questions 2, 3, and 10 fall into the moderate category, while questions 3, 6 and 8 are entered category Difficult.

Distinguishing Power Test

Analysis this aim for evaluate to what extent a grains question capable identify difference level mastery material. In the research, the Distinguishing Power Test use mrtode Corrected Item-Total

Correlation. Power test results differentiator with use application SPSS Version 27 can seen in attachment 13 presented in table following.

Table 4. Discriminant Power Results

Question Number	Corrected Item-Total Correlation	Description
1	0.523	Good
2	0.354	Enough
3	0.450	Good
4	0.479	Good
5	0.304	Enough
6	0.576	Good
7	0.523	Good
8	0.438	Good
9	0.523	Baik
10	0,510	Baik

Based on the table above, it can be seen that fifth grains test own Power good and sufficient differentiator. Based on results analysis Power differentiator, can concluded that 1, 3, 4, 6, 7, 8, 9, and 10 grains question own good ability and 2 and 5 points question own sufficient ability Good in differentiate participant educate with level ability high and low. This is show that instrument the test used Enough effective in identify variation ability participant educate.

Processing Ability Test Results Think Critical
Analysis Descriptive Data of Post-Test Ability Think Critical
After the learning process in each group, a post-test was conducted to measure ability think critical students in class experiment with learning model treatment inquiry guided and control classes with method lecture. This post-test data aim for know to what extent has it improved ability think critical student after its implementation different treatment in each class. The following served post-test results of ability think critical students on both group the as base for analysis more carry on about effectiveness treatment given:

Table 5. Post-test Results of Ability Think Critical Class Experiments and classes Control

No. Respondent	Class Experiment		No. Respondent	Class Control	
	Final score	Information		Final score	Information
1.	93	Completed	1.	56	Not Completed
2.	93	Completed	2.	62	Not Completed
3.	86	Completed	3.	57	Not Completed
4.	90	Completed	4.	60	Not Completed
5.	82	Completed	5.	47	Not Completed
6.	82	Completed	6.	65	Not Completed
7.	80	Completed	7.	52	Not Completed
8.	86	Completed	8.	52	Not Completed
9.	87	Completed	9.	57	Not Completed
10.	87	Completed	10.	48	Not Completed
11.	90	Completed	11.	60	Not Completed
12.	75	Completed	12.	66	Not Completed
13.	78	Completed	13.	63	Not Completed
14.	86	Completed	14.	46	Not Completed
15.	86	Completed	15.	56	Not Completed
16.	83	Completed	16.	58	Not Completed
17.	81	Completed	17.	61	Not Completed
18.	87	Completed	18.	51	Not Completed
19.	87	Completed	19.	62	Not Completed
20.	87	Completed	20.	45	Not Completed
Maximum Value	**93**		**Maximum Value**	**66**	
Minimum Value	**75**		**Minimum Value**	**45**	
Mean	**85.65**		**Mean**	**56.55**	

For see change results Study before and after treatment, carried out analysis descriptive on pretest and posttest data. Analysis This aim for give description beginning about the increase that occurred in each group.

Based on the table above, it can be seen that average post-test score in class experiment of 85.65 while average post-test score in class control of 56.55. The difference this average value show that there is enough difference significant, namely as big as 29.01 points, between second class after treatment given.

This matter indicates that treatment given to class deep experiment context This using a learning model inquiry guided in the learning process impact positive to improvement ability think critical participant educate. Meanwhile that, class control that is not accept treatment similar show more results low.

Some assumption tests classic performed includes normality tests and homogeneity tests. If all over assumptions fulfilled, then the process can to be continued to stage next that is testing Hypothesis. Results of Normality Test, Homogeneity Test, and Hypothesis Test described as following.

Normality Test

In research this, normality test done with using the Shapiro-Wilk test, which is recommended for amount sample not enough of 50. Normality test results Shapiro-Wilk use application SPSS Version 27 can seen in appendix 15 and also presented in table following:

Table 6. Test Results Normality

Tests of Normality

		Shapiro-Wilk		
	Class	Statistics	df	Sig.
Ability Think Critical	Class Post-Test Control	.951	20	**.389**
	Class Post-Test Experiment	.956	20	**.462**

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

Based on the table above, it is known that sig. value for Post-Test Class Experiment of 0.462 and the sig. value of Post-Test class Control of 0.389. This is means that class Experiment and control class has Sig. value > 0.05. With thus, class experiments and classes control normally distributed then can be continued with homogeneity test calculation.

Homogeneity Test

In research this, homogeneity test aim for ensure that group of data analyzed own equal variance, so that selection of appropriate statistical tests can done. Testing done using Levene's test, with criteria taking decision based on mark significance (p-value). Results of the homogeneity test use application SPSS Version 27 can seen in table 16 and also presented in table following:

Table 7. Test Results Homogeneity

Test of Homogeneity of Variances

Ability Think Critical

Levene Statistics	df1	df2	Sig.
2,738	1	38	**.106**

Based on the table above, the Sig. value obtained of 0.106 > 0.05. With Thus, the sample nature homogeneous and continued testing hypothesis with use statistics parametric.

Hypothesis Testing

Hypothesis testing in study This done with use t-test (independent sample t-test) for know whether there is significant difference between two groups of data. The t-test was selected Because in accordance for comparing the average of two groups that are similar independent, because the data is normally distributed and has homogeneous variance. Criteria taking decision based on values significance (p-value). The results of the t-test using application SPSS Version 27 in the table following:

Yayasan Amanah Nur Aman

Table 8. Independent Sample Test Results
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Kemampuan Berpikir Kritis	Equal variances assumed	2.738	.106	-16.340	38	.000	-23.300	1.426	-26.187	-20.413
	Equal variances not assumed			-16.340	34.887	.000	-23.300	1.426	-26.187	-20.413

Based on the table above pointing mark significant 0.000 < 0.05. With Thus Ho is rejected and Ha is accepted. So you can concluded there is significant difference between class experiment with control class.

Discussion

As has described in Chapter I regarding background behind problem, found that ability think critical student Still classified as low. Based on problem said, researchers using learning models inquiry guided in social studies learning for study the influence of learning models inquiry guided to ability think student.

Study This give contribution novelty in field education, in particular in the learning model inquiry guided For grow ability think critical of the eyes Social Studies lessons. New main from study This lies in the use of learning models, but designed in a way special for stimulate ability think critical student through presentation contextual material, questions trigger think level tall. as well as activity integrated reflective. This distinguishes study This from study previously tended to utilizing learning models inquiry guided in carry out learning can trigger Spirit student in study. Research results show that students who follow learning with using a learning model inquiry guided experience improvement ability think significant critical compared to with students in class control.

In context study about the influence of learning models inquiry guided to ability think critical junior high school students, some studies relevant has analyze effectiveness of learning models as teaching materials in increase skills think critical students. In addition to providing solution contextual, research this also strengthens proof empirical from study previously stated that the learning media developed in a way appropriate capable increase skills think critical students (Suparman, 2018; Lestari & Setiawan, 2020). However Thus, the approach used in study This add mark more with emphasize on learning models inquiry guided that is not only convey information, but also direct student for think logical, analytical, and interesting conclusion in a way independent. This is make study This relevant Good in a way theoretical and practical, as well as own significant novelty in practice education in the field.

CONCLUSIONS

Based on the results of research at SMP Negeri 2 Mandrehe, there was a significant difference in learning outcomes between the experimental class that used the guided inquiry learning model and the control class that used the lecture method. The average posttest score for class VIII-1 (guided inquiry) was 85.65, higher than that of class VIII-2 (lecture), which was 72.85, with the average score of class VIII-1 reaching the minimum passing grade for social studies. The t-test showed a significance value of 0.000 < 0.05 and the t-count was in the Ho rejection area, so Ha was accepted. Thus, the guided inquiry learning model had a significant and more effective influence on improving social studies learning outcomes compared to the lecture model.

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