

## ABSTRAK

**Rita Zahara. NIM. 8116173024. Perbandingan Penerapan Strategi Pembelajaran *Learning Cycle* dan Inkuiri Terhadap Hasil Belajar dan Kemampuan Berpikir Kritis Siswa di SMA Negeri 1 Aek Natas Labuhanbatu Utara. Tesis. Program Pascasarjana Universitas Negeri Medan. Medan. 2015.**

Penelitian ini bertujuan untuk mengetahui perbandingan penerapan strategi pembelajaran *learning cycle*, dan inkuiri terhadap: (1) hasil belajar; dan (2) kemampuan berpikir kritis siswa. Populasi dalam penelitian ini adalah siswa kelas XI SMA Negeri 1 Aek Natas pada Semester Ganjil Tahun Pelajaran 2014/2015 yang berjumlah 160 orang siswa yang terbagi ke dalam 4 kelas. Sedangkan sampel penelitian ini diambil 2 kelas yang dilakukan dengan teknik pengambilan acak kelompok (*cluster random sampling*) dengan jumlah 80 siswa, masing-masing kelas berjumlah 40 siswa. Instrumen penelitian berupa tes hasil belajar siswa pada materi struktur dan fungsi sel yang berjumlah 40 soal, dan tes kemampuan berpikir kritis siswa yang berjumlah 22 soal. Metode penelitian ini bersifat kuasi eksperimen (*quasi experimental method*) dengan teknik analisis hipotesis uji t pada taraf signifikansi  $\alpha = 0,05$ . Hasil penelitian ini diperoleh bahwa: (1) terdapat perbedaan yang signifikan hasil belajar siswa yang dibelajarkan dengan strategi pembelajaran *learning cycle* ( $74,56 \pm 5,90$ ) ( $\bar{X} \pm SD$ ) dengan strategi pembelajaran inkuiri ( $70,06 \pm 6,51$ ) ( $t_{hitung} = 3,236$  ;  $p = 0,002$ ); dan (2) tidak terdapat perbedaan yang signifikan kemampuan berpikir kritis siswa yang dibelajarkan dengan strategi pembelajaran *learning cycle* ( $71,02 \pm 11,35$ ) dengan strategi pembelajaran inkuiri ( $66,70 \pm 11,97$ ) di SMA Negeri 1 Aek Natas ( $t_{hitung} = 1,655$  ;  $p = 0,102$ ). Hasil penelitian ini mengimplikasikan bahwa pada strategi pembelajaran *learning cycle* siswa dapat mengelola struktur kognitifnya dengan mengemukakan konsep-konsep atau gagasan-gagasan yang sudah mereka miliki dan menguji gagasan-gagasan tersebut, Sehingga, siswa dapat berperan aktif untuk menggali dan memperkaya pemahaman mereka terhadap konsep-konsep yang dipelajari. Hal ini juga memberikan dampak pada kemampuan berpikir kritis siswa dalam menganalisis pemikiran sendiri untuk memastikan bahwa ia telah menemukan pilihan dan menarik kesimpulan cerdas.

*Kata Kunci:* Strategi Pembelajaran, *Learning Cycle*, Inkuiri, Hasil Belajar, Kemampuan Berpikir Kritis Siswa

## ABSTRACT

**Rita Zahara. Registration Number. 8116173024. The Comparison of The Application of Learning Strategies of Learning Cycle and Inquiry toward Students' Learning Outcomes and Critical Thinking Skills at SMA Negeri 1 Aek Natas North Labuhanbatu. Thesis. Graduate Program. State University of Medan. Medan. 2015.**

This study aims to compare the application of learning strategies of learning cycle and inquiry toward: (1) learning outcomes; and (2) students' critical thinking skills. The population in this study are students of class XI SMA Negeri 1 Aek Natas on Odd Semester Academic Year 2014/2015, amounting to 160 students which are divided into 4 classes. The sample of this study is taken from 2 classes which conducted by random sampling technique of group (cluster random sampling) with the number of 80 students, each class consists of 40 students. The research instrument used in this study are in the form of test of students' learning outcomes in the structure and function of cells topic which consists of 40 questions and test of students' critical thinking skills which amounts to 22 questions. The research method used in this study is quasi experimental method with the t test analysis techniques hypothesis at significance level  $\alpha = 0.05$ . The results of this study showed that: (1) there was a significant difference in learning outcomes of students who were learned with the learning strategy of learning cycle ( $74.56 \pm 5.90$ ) ( $\pm$  SD) with learning strategy of inquiry ( $70.06 \pm 6.51$ ) ( $t_{\text{count}} = 3.236$ ;  $p = 0.002$ ); and (2) there was no significant difference in students' critical thinking skills who were learned with the learning strategy of learning cycle ( $71.02 \pm 11.35$ ) with learning strategy of inquiry ( $66.70 \pm 11.97$ ) at SMA Negeri 1 Aek Natas ( $t_{\text{count}} = 1.655$ ;  $p = 0.102$ ). The results of this study were implied that when the learning strategy of learning cycle was used by the students, they could manage their cognitive structures to express concepts or ideas that they already had and to test these ideas, so they could play an active role to explore and enrich their understanding of the conceptual concepts that they had learned. It was also an impact on students' critical thinking skills in analyzing their own thinking to make sure that they had found a smart choice and draw conclusions.

*Keywords:* Learning Strategies, Learning Cycle, Inquiry, Learning Outcomes, Students' Critical Thinking Skills