

## ABSTRAK

**Nazila Ramadhani (NIM: 8146175023)** “Pengaruh Model Pembelajaran *Inquiry Training* dan Kemampuan Berpikir Kritis terhadap Keterampilan Proses Sains Siswa”

Penelitian ini bertujuan untuk mengetahui perbedaan keterampilan proses sains siswa yang diajarkan dengan model pembelajaran *inquiry training* dan model pembelajaran *direct instruction*, perbedaan keterampilan proses sains siswa dengan variasi kemampuan berpikir kritis dan interaksi model pembelajaran *inquiry training* dan model pembelajaran *direct instruction* dengan kemampuan berpikir kritis terhadap keterampilan proses sains siswa. Penelitian ini merupakan penelitian *quasi experiment* dengan menggunakan uji *ANAVA*, sampel penelitian ini dilakukan secara random sampling sebanyak dua kelas. Instrumen yang digunakan dalam penelitian ini yaitu instrumen tes kemampuan berpikir kritis dalam bentuk uraian sebanyak 5 soal dan instrument tes keterampilan proses sains sebanyak 10 soal yang telah dinyatakan valid dan reliabel. Dari hasil penelitian dapat disimpulkan bahwa keterampilan proses sains siswa dengan model *inquiry training* lebih baik dibandingkan keterampilan proses sains siswa dengan menggunakan model pembelajaran *direct instruction*. Keterampilan proses sains siswa yang memiliki tingkat kemampuan berpikir kritis di atas rata-rata lebih baik dibandingkan dengan keterampilan proses sains siswa yang memiliki tingkat kemampuan berpikir kritis di bawah rata-rata. Terdapat interaksi antara model pembelajaran *inquiry training* dan *direct instruction* dengan kemampuan berpikir kritis terhadap keterampilan proses sains siswa..

*Kata kunci: Inquiry training, keterampilan proses sains, dan kemampuan berpikir kritis*



## ABSTRACT

This research aimed to determine: the differences in science process skills of students who are taught by inquiry training learning model and direct instruction learning model, the difference science process skills of students with a variety of critical thinking ability, and interaction of inquiry training model and direct instruction model with critical thinking ability to science process skills of students. This research is quasi experiment using ANOVA test, samples of this research conducted by random sampling as much as two classes. Instruments used in this research was critical thinking ability test in narrative form as much as five questions and science process skills test as much as 10 questions that have been declared valid and reliable. The results of this research were students' science process skills in inquiry training model is better than science process skills of students using direct instruction model. Science process skills of students in high levels of critical thinking ability is better than the low level of critical thinking ability. There is no interaction between the inquiry training model and direct instruction model with the critical thinking ability to science process skills of students

**Keywords:** *Inquiry training, critical thinking ability, and science process skills*

