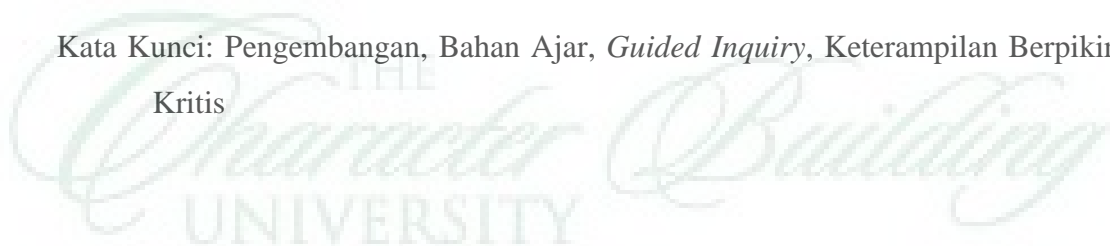


ABSTRAK

Penelitian ini bertujuan untuk menganalisis kelayakan, kepraktisan, keefektifan dan pengaruh pengembangan bahan ajar fisika berbasis *guided inquiry* dalam meningkatkan keterampilan berpikir kritis siswa. Populasi dalam penelitian ini adalah seluruh siswa kelas X semester 2 jurusan MIA di SMA Swasta Dwitunggal Tanjung Morawa. Jenis penelitian yang digunakan adalah *Research & Development (R&D)*, yaitu metode penelitian yang menghasilkan sebuah produk dalam bidang keahlian tertentu. Tahapan perancangan pembelajaran dengan menggunakan model *Borg and Gall*. Penelitian menggunakan pendekatan dengan analisis secara kualitatif dan kuantitatif. instrumen yang digunakan untuk mengumpulkan data ada tiga yaitu angket yang digunakan untuk validasi bahan ajar oleh tim ahli materi dan desain, penilaian guru fisika dan respon siswa terhadap bahan ajar berbasis *guided inquiry*. Berdasarkan hasil analisis data diperoleh kesimpulan bahwa uji kelayakan bahan ajar oleh validator memperoleh nilai rata-rata persentase sebesar 91,07%, persentase uji kepraktisan bahan ajar oleh validator sebesar 90,75% dengan kategori sangat praktis, persentase uji keefektifan bahan ajar oleh guru dan siswa sebesar 88,75% dengan kategori sangat efektif dan pengembangan bahan ajar berbasis *guided inquiry* berpengaruh pada peningkatan keterampilan berpikir kritis siswa.

Kata Kunci: Pengembangan, Bahan Ajar, *Guided Inquiry*, Keterampilan Berpikir Kritis



ABSTRACT

This study aims to analyze the feasibility, practicality, effectiveness and influence of the development of guided inquiry-based physics teaching materials in improving students' critical thinking skills. The population in this study was all grade X semester 2 students majoring in Mathematics and Natural Sciences at Dwitunggal Tanjung Morawa Private High School. The type of research used is Research & Development (R&D), which is a research method that produces a product in a particular field of expertise. Learning design stages using the Borg and Gall model. The research uses an approach with qualitative and quantitative analysis. There are three instruments used to collect data, namely questionnaires used for validation of teaching materials by a team of material and design experts, Fiiska teacher assessments and student responses to teaching materials based on guided inquiry. Based on the results of data analysis, it was concluded that the feasibility test of teaching materials by validators obtained an average percentage value of 91.07%, the percentage of practical tests of teaching materials by validators was 90.75% with a very practical category, the percentage of effectiveness tests of teaching materials by teachers and students was 88.75% with a very effective category and the development of guided inquiry-based teaching materials had an effect on improving students' critical thinking skills. Keywords:.

Keywords: Development, Teaching Materials, guided inquiry, Critical Thinking

