

## ABSTRAK

**Aslamia Alifat**, 2022. Penerapan Model Pembelajaran Inkuiri Terbimbing Berbasis Multirepresentasi Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Pada Konsep Fluida Statis Ibu **Dr. Hj. Masrifa, S.Pd., M. Si** dan Ibu **Sumarni Sahjat, S.Pd., M. Pd., Si**

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Penelitian ini bertujuan untuk mengetahui ada tidaknya peningkatan keterampilan berpikir kritis setelah diterapkan model pembelajaran inkuiri terbimbing berbasis multirepresentasi, untuk mengetahui besar peningkatan keterampilan berpikir kritis setelah diterapkan model pembelajaran inkuiri terbimbing berbasis multirepresentasi. Jenis penelitian ini adalah penelitian eksperimen dengan desain Nonequivalent pretest dan posttest control-group desain. Subjek penelitian ini berjumlah 36 siswa kelas XI IPA 1 dan kelas XI IPA 2 diambil dengan teknik cluster sampling. Penerapan model inkuiri berbasis multirepresentasi menunjukkan bahwa keterampilan berpikir kritis siswa pada kelas

Data kelas *posttest-pretest* yang terdistribusi normal atau tidak dapat diketahui berdasarkan uji normalitas kemudian dilanjut uji homogenitas. Selanjutnya dilakukan uji-t berpasangan dan analisis *n-gain score* ternormalisasi diketahui keterampilan berpikir kritis mengalami peningkatan atau tidak. Secara keseluruhan penelitian ini memperoleh hasil sebagai berikut: ada peningkatan keterampilan berpikir kritis siswa setelah diterapkan model inkuiri terbimbing berbasis multirepresentasi dan terdapat peningkatan keterampilan berpikir kritis setelah diterapkan model inkuiri terbimbing berbasis multirepresentasi.

Penerapan model pembelajaran inkuiri terbimbing berbasis multirepresentasi dapat meningkatkan keterampilan berpikir kritis siswa

**Kata Kunci:** multirepresentasi, keterampilan berpikir kritis

## ABSTRACT

Aslamia Alifat, 2022. Application of the multi-representation-based guided inquiry learning model to improve students' critical thinking skills in the concept of static fluids  
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This study aims to determine whether or not there is an increase in critical thinking skills after the implementation of the guided inquiry learning model based on multi-representations, to determine the magnitude of the increase in critical thinking skills after the implementation of the guided inquiry learning model based on multirepresentations. This type of research is experimental research with nonequivalent pretest and posttest control-group designs. The subjects of this research were 36 students of class XI IPA 1 and class XI IPA 2 taken using a multi-representation-based inquiry cluster sampling technique. The application of the model shows that students' critical thinking skills in class.

The posttest-pretest class data which were normally distributed or could not be known based on the normality test were then continued with the homogeneity test. Then, paired t-test was carried out and analysis of normalized n-gain score was known to know whether critical thinking skills had increased or not. Overall, this study obtained the following results: there was an increase in students' critical thinking skills after the guided inquiry model was applied.

Application of guided inquiry learning model based on multi-representation can improve students' critical thinking skills.

**Keywords: multi-representation, critical thinking skills**