ABSTRAK

Jian Yuspitasari, 2023. Pengaruh Model *Pembelajaran Discovery Learning* Terhadap Keaktifan dan Keterampilan Kritis Siswa Pada Pembelajaran IPA Di Sekolah Dasar, dibimbing oleh Hartono Bancong dan Rahmawati..

Penelitian ini bertujuan untuk mengetahui keterlaksanaan model *discovery learning* serta pengaruhnya terhadap keaktifan dan keterampilan berpikir kritis siswa kelas V di sekolah dasar baik parsial maupun simultan. Penelitian ini termasuk penelitian kuantitatif dengan desain penelitian *quasi experimental*. Adapun populasi penelitian adalah seluruh siswa kelas V SD Gugus III Wilayah 1 Kota Parepare Tahun Pelajaran 2022/2023 berjumlah 103 siswa. Teknik penarikan sampel ialah purposive sampling, Teknik pengumpulan data menggunakan observasi dan tes, yang akan dianalisis secara statistik baik deskriptif dan inferensial.

Hasil penelitian yang diperoleh, keterlaksanaan pembelajaran menggunakan model *discovery learning* termasuk kategori efektif. Berdasarkan uji t, terdapat pengaruh model *discovery learning* terhadap keaktifan karena nilai sig. 0,000 < 0,05 dan t hitung 5,246 > 1,6765 t tabel. Sedangkan hasil uji t untuk keterampilan berpikir kritis, terdapat pengaruh model *discovery learning* terhadap keterampilan berpikir kritis siswa karena nilai sig. $0{,}000 < 0{,}05$ dan nilai t hitung 3,853 > 1,6765 t tabel. Untuk pengaruh secara simultan model *discovery learning* terhadap keaktifan dan keterampilan berpikir kritis siswa, dilakukan uji MANOVA dan memperoleh hasil dari tabel *multivariate tests* menunjukkan harga F untuk *Pillae Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root* nilai sig. 0,000 < 0,05. Maka disimpulkan bahwa terdapat pengaruh keaktifan dan keterampilan berpikir kritis siswa yang signifikan dengan menerapkan model pembelajaran *discovery* learning pada pembelajaran IPA di sekolah dasar.

Kata Kunci: Model *Discovery Learning*, Keaktifan dan Keterampilan Berpikir kritis

ABSTRACT

Jian Yuspitasari, 2023. The Effect of the Discovery Learning Model on Students' Activeness and Critical Skills on Science Learning in Elementary Schools. Supervised by Hartono Bancong and Rahmawati.

This research aimed at determining the implementation of the discovery learning model and its effect on the activeness and critical thinking skills of fifth grade students in elementary schools either partially or simultaneously. This research was quantitative research with a quasi-experimental research design. The research population consisted of all fifth-grade students at SD Cluster III Region 1 Parepare City for the 2022/2023 school year with a total 103 students. The sampling technique was purposive sampling. Data collection techniques deployed observation and tests, which was analysed statistically both descriptively and inferentially.

The research results obtained, the implementation of learning using the discovery learning model is included in the effective category. Based on the t test, there is any effect of the discovery learning model on activity because of the sig. 0.000 <0.05 and t - count 5.246> 1.6765 t table. While the results of the t test for critical thinking skills, there is any effect of the discovery learning model on students' critical thinking skills because the sig. 0.000 <0.05 and t count value 3.853> 1.6765 t table. For the simultaneous effect of the discovery learning model on students' activeness and thinking skills, the MANOVA test was carried out and the results from the multivariate tests table showed the F value for Pilae Trace, Wilk Lambda, Hotelling Trace, Roy's Largest Root value of sig. 0.000 < 0.05. So, it is concluded that there is any significant effect of students' activeness and critical thinking skills by applying the discovery learning learning model to science learning in elementary schools.

Keywords: *Discovery Learning Model, Activeness and Critical Thinking Skills.*