

**PENGARUH MODEL PEMBELAJARAN *INQUIRY BASED LEARNING* TERHADAP KEMAMPUAN BERPIKIR KRITIS SISWA DALAM MATA PELAJARAN IPA KELAS IV SDN 101851 KWALA LAU BICIK T.P 2025/2026**

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Inquiry Based Learning* terhadap kemampuan berpikir kritis siswa pada mata pelajaran IPA kelas IV SDN 101851 Kwala Lau Bicik Tahun Pelajaran 2025/2026. Penelitian ini dilatarbelakangi oleh rendahnya kemampuan berpikir kritis siswa dalam menganalisis masalah, memecahkan soal, dan menarik kesimpulan pada materi perubahan wujud benda. Jenis penelitian yang digunakan adalah penelitian kuantitatif dengan metode eksperimen semu (*quasi experimental*) menggunakan desain *One-Group Pretest-Posttest*. Populasi sekaligus sampel penelitian adalah seluruh siswa kelas IV yang berjumlah 21 orang dengan teknik sampling jenuh. Instrumen yang digunakan berupa tes uraian kemampuan berpikir kritis berdasarkan indikator interpretasi, analisis, inferensi, evaluasi, dan regulasi diri. Hasil penelitian menunjukkan nilai rata-rata pretest sebesar 49,52 dengan kemampuan berpikir kritis tergolong rendah. Setelah diterapkan model *Inquiry Based Learning*, nilai rata-rata posttest meningkat menjadi 85,24. Hasil uji hipotesis menunjukkan adanya pengaruh yang signifikan penggunaan model *Inquiry Based Learning* terhadap kemampuan berpikir kritis siswa. Dengan demikian, model *Inquiry Based Learning* efektif digunakan dalam pembelajaran IPA untuk meningkatkan kemampuan berpikir kritis siswa sekolah dasar.

***Kata kunci:*** *Inquiry Based Learning, Berpikir Kritis, IPA.*

***The Effect of the Inquiry Based Learning Model on Students' Critical Thinking Skills in Science Subject Grade IV of SDN 101851 Kwala Lau Bicik Academic Year 2025/2026***

**ABSTRACT**

*His study aims to determine the effect of the Inquiry Based Learning model on students' critical thinking skills in Science (IPA) for fourth grade students at SDN 101851 Kwala Lau Bicik in the 2025/2026 academic year. The background of this research is the low level of students' critical thinking skills in analyzing problems, solving questions, and drawing conclusions on the topic of changes in the states of matter. This research used a quantitative approach with a quasi-experimental method and a One-Group Pretest-Posttest design. The population and sample consisted of all 21 fourth grade students using a saturated sampling technique. The research instrument was a critical thinking test in the form of essay questions based on indicators of interpretation, analysis, inference, evaluation, and self-regulation. The results showed that the mean pretest score was 49.52, indicating low critical thinking ability. After the implementation of the Inquiry Based Learning model, the mean posttest score increased to 85.24. Hypothesis testing showed a significant effect of the Inquiry Based Learning model on students' critical thinking skills. Therefore, the Inquiry Based Learning model is effective for improving elementary students' critical thinking skills in Science learning.*

**Keywords:** *Inquiry Based Learning, Critical Thinking, Science Learning.*