

## ABSTRAK

MAYA NURHIDAYAH. 202170083. **Penerapan Model *Inquiry-Based Learning* (IBL) Berbantuan Media Pembelajaran (Video) dalam Meningkatkan Kemampuan Berpikir Kritis Peserta Didik (Studi Eksperimen Pada Mata Pelajaran Geografi Materi Keragaman Budaya Bangsa Sebagai Identitas Nasional Di kelas XI IPS SMA Negeri 2 Ciamis).** Jurusan Pendidikan Geografi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi, Tasikmalaya.

Latar belakang penelitian ini adalah pengetahuan peserta didik dalam berpikir kritis belum terlihat karena masih ada yang berpatokan jawaban pada buku. Sekitar 40% siswa yang mendapat nilai dibawah kriteria ketuntasan minimal (KKM). Permasalahan pada penelitian ini yaitu bagaimana tahapan, dan pengaruhnya penerapan model *inquiry-based learning* (IBL) berbantuan media pembelajaran (video) dalam meningkatkan kemampuan berpikir kritis peserta didik, adapun penelitian ini bertujuan yaitu untuk mengetahui tahapan penerapan model *inquiry-based learning* (IBL) berbantuan media pembelajaran (video) dalam meningkatkan kemampuan berpikir kritis peserta didik, pada mata pelajaran geografi materi keragaman budaya bangsa sebagai identitas nasional di kelas XI IPS SMA Negeri 2 Ciamis untuk mengetahui pengaruh penerapan model *inquiry-based learning* (IBL) berbantuan media pembelajaran (video) dalam meningkatkan kemampuan berpikir kritis peserta didik materi keragaman budaya bangsa sebagai identitas nasional di kelas XI IPS SMA Negeri 2 Ciamis. Metode penelitian yang digunakan adalah *quasi eksperimen* dengan desain penelitian *nonequivalent control grup design*. Populasi penelitian ini yaitu kelas XI IPS dan sampel yang di gunakan yaitu kelas XI IPS 3 dan XI IPS 4 SMA Negeri 2 Ciamis dengan teknik pengambilan secara *purposive sampling*. Berdasarkan hasil penelitian dilapangan tahapan model *inquiry-based learning* (IBL) berbantuan media pembelajaran (video) terhadap kemampuan berpikir kritis siswa yaitu: orientasi, merumuskan masalah, mengajukan hipotesis, mengumpulkan data, mengajukan hipotesis, merumuskan kesimpulan. Model *inquiry-based learning* (IBL) berbantuan media pembelajaran (video) berpengaruh terhadap kemampuan berpikir kritis siswa. Hal tersebut dapat dilihat dari hasil uji wilcoxon  $0,001 < 0,05$  maka  $H_0$  ditolak dan  $H_a$  diterima. Model *inquiry-based learning* (IBL) berbantuan media pembelajaran (video) berpengaruh terhadap kemampuan berpikir kritis peserta didik di kelas XI IPS SMA Negeri 2 Ciamis pada mata pelajaran geografi materi perubahan iklim global, semakin baik dalam menggunakan model dan media tersebut, maka semakin tinggi kemampuan berpikir kritis siswa.

**Kata Kunci:** Model *Inquiry-Based Learning* (IBL), Media, Video, Berpikir Kritis.

## ABSTRACT

MAYA NURHIDAYAH. 202170083. *The Application of Inquiry-Based Learning (IBL) Model Assisted by Learning Media (Video) in Enhancing Students' Critical Thinking Skills (Experimental Study on Geography Subject, Cultural Diversity of the Nation as National Identity in Grade XI Social Science at SMA Negeri 2 Ciamis)*. Department of Geography Education. Faculty of Teacher Training and Education. Universitas Siliwangi, Tasikmalaya.

*The background of this research is that students' knowledge in critical thinking has not yet been evident, as many still rely on book-based answers. Approximately 40% of students score below the minimum competency criteria (KKM). The problem in this research is to determine the stages and the impact of applying the inquiry-based learning (IBL) model assisted by learning media (video) in enhancing students' critical thinking skills. The aim of this research is to identify the stages of applying the inquiry-based learning (IBL) model assisted by learning media (video) in enhancing students' critical thinking skills in the geography subject, focusing on the cultural diversity of the nation as national identity in grade XI Social Science at SMA Negeri 2 Ciamis. Additionally, it seeks to understand the impact of the application of the inquiry-based learning (IBL) model assisted by learning media (video) on the critical thinking skills of students regarding the cultural diversity of the nation as national identity in grade XI Social Science at SMA Negeri 2 Ciamis. The research method used is quasi-experimental with a nonequivalent control group design. The population of this research is grade XI Social Science, and the sample used includes classes XI Social Science 3 and XI Social Science 4 at SMA Negeri 2 Ciamis, selected through purposive sampling. Based on the field research results, the stages of the inquiry-based learning (IBL) model assisted by learning media (video) on students' critical thinking skills are: orientation, formulating problems, proposing hypotheses, collecting data, testing hypotheses, and drawing conclusions. The inquiry-based learning (IBL) model assisted by learning media (video) impacts students' critical thinking skills. This is evidenced by the Wilcoxon test results showing  $0.001 < 0.05$ , leading to the rejection of  $H_0$  and acceptance of  $H_a$ . The inquiry-based learning (IBL) model assisted by learning media (video) significantly affects the critical thinking skills of students in grade XI Social Science at SMA Negeri 2 Ciamis in the geography subject, specifically on the topic of global climate change. The better the use of this model and media, the higher the students' critical thinking skills.*

**Keywords:** *Inquiry-Based Learning (IBL) Model, Media, Video, Critical Thinking.*