
INFLUENCE OF CONSTRAINED INQUIRY MODEL BASED ON LOCAL INTERESTS ON CRITICAL THINKING ABILITY IN THEMATIC LEARNING

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Abstract. This study aims to explain the influence of guided wisdom based on local wisdom on the critical thinking skills of fourth grade students in elementary school. The type of research used was an experiment with the design of *Pretest Posettest Only Group Design*. The sample of this study was fourth grade students of elementary school in Undaan Kudus sub-district with a total of 93 students. Data collected using tests, observation and documentation. Then the data is analyzed using the t test. The results of this study indicate that: (1) there is a significant influence on the use of guided inquiry based on local wisdom towards the critical thinking skills of fourth grade students in elementary school. This is evidenced by the results of $t_{count} > t_{table}$ ($2,077 > 1,993$), (2) guided inquiry models based on local wisdom are effective for improving critical thinking skills.

INTRODUCTION

Teachers in the digital era are required to always innovate in learning both approaches, strategies, models, media and learning resources. Students' curiosity about a matter or learning material makes it often asked a lot of things to teachers, parents and other learning resources. Presentation material that is stiff makes it easy to think of students actively in learning. This indicates that the ability of the students' critical and forward-thinking began to grow so that the students' capital to achieve success began to appear. Susanto (2013: 17) states that student success in learning depends also on the material presentation model. The model of presentation that is fun, not boring, interesting, and easy to understand has a positive effect on student success.

Generally the problem of students in critical thinking is related to how the teacher in giving learning. Modern and interactive teacher learning is considered very effective to improve students' critical thinking skills compared to conventional learning. Sanjaya (2009: 35) states that conventional learning is good learning carried out by teachers with

expository strategies. Staretgi expository is a strategy that emphasizes the process of delivering material verbally from a teacher to a group of students with the aim that students can master the subject matter optimally without considering what students understand about the material to be interpreted.

Modern learning can be presented by the teacher through innovative learning models including guided inquiry models based on local wisdom. The purpose of learning guided inquiry based on local wisdom is between training students to know the local superiority of the area where he lives by giving problems that are adapted to the material taught by the teacher. Ahmadi et al (2012: 10) that the purpose of holding local wisdom-based education is so that students know the local superiority of the area where they live, understand the various aspects related to local superiority of the area, are able to process natural resources and be involved in other services / activities / activities relating to local excellence.

Field findings show that students' critical thinking skills are very weak. This is seen when students analyze questions or

arguments, solving problems given by the teacher, concluding an opinion or argument. Researcher curious students to the lower material rarely shown by students active in learning, learning *centered teacher still learning* where the teacher actively in learning. And should the students demanded a *ktif* in learning. In addition, students are not independent in conducting experiments and are still guided in making conclusions / generalizations from the results of experiments that have been carried out .

Based on the explanation above, a problem can be formulated including 1) whether there is an influence between guided inquiry model based on local wisdom on critical thinking skills ?; 2) whether the guided inquiry model based on local wisdom is more effective than the conventional model for students' critical thinking abilities. The purpose of this study was to find out: (1) knowing the extent of critical thinking skills of students who followed the guided inquiry model based on local wisdom with students who followed the conventional model, (2) channeling the effectiveness of the guided inquiry model based on local wisdom to improve students' critical thinking skills .

METHOD

The research design used in this study was *Pretest Posttest Only Group Design*. This research was conducted in the semester g the academic year 2017/2018. The sample in this study was fourth grade students of elementary school in Undaan sub-district consisting of SD 1 Undaan Kidul, SD 4 Karangowo, SD 1 Undaan Tengah and SD 3 Sam bung with a total of 93 students. In the selection of sample classes researchers used a purposive sampling technique.

The variables in this study are guided inquiry models based on local wisdom as independent variables and critical thinking skills as dependent variables. The method used in collecting data is the non-test method and

the test method. The non-test method used is *observasi* to collect data about the critical thinking skills of students during the learning process while the test method uses a descriptive test in the amount of 10 questions.

The hypothesis proposed in this study is (1) there is the influence of guided inquiry models based on local wisdom on critical thinking skills of fourth grade students of elementary school, (2) guided inquiry models based on local wisdom are more effective than conventional models in improving critical thinking skills . Based on the formulation of the problem and the proposed hypothesis, the hypothesis testing is analyzed using the t test. Before the test data analysis, data must first be tested normality and homogeneity of variance between the samples. Data normality test was done by shapiro Wilk test using SPSS 23.00 for Windows. The homogeneity test of variance was carried out by statistical test using SPSS 23.00 for Windows. Hypothesis testing uses analysis of variance in t- dependent test .

RESULT AND DISCUSSION

The following is a recapitulation of the calculation of the t test in dependent.

Group Statistics					
Group		N	Mean	Std. Deviation	Std. Error Mean
Post critical thinking skills	Eksperimen	40	76,55	9,35	1,47
	Control	34	72,12	8,90	1,52

Based on the table above, the mean value of the control group is 72.11 and the experimental group is 76.55. Because the average value of the experimental group is greater than the mean value of the control group, it can be stated that the guided inquiry model based on local wisdom is effective for improving students' critical thinking skills. The influence of whether a guided inquiry model based on local wisdom on critical thinking skills can be seen in the table below.

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post test critical thinking skills	Equal variances assumed	.101	.752	2.077	72	.041	4.43235	2.13425	.17779	8.68691

	Equal variances not assumed			2.085	71.050	.041	4.43235	2.12562	.19405	8.67066
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Based on the above table obtained coefficient of t_{count} of 2.077 while t_{table} with df 72 is 1.993 and a significance value of 0.041. Therefore, $t_{\text{count}} > t_{\text{table}}$ (2,077 > 1,993) and a significance value smaller than 5% ($p = 0,041 < 0.05$). This shows that there is a significant difference between the experimental class and the control class. So that it can be concluded that there is a significant effect of the use of a guided inquiry model based on local wisdom on critical thinking skills of fourth grade students.

Based on the results of the pretest observation of critical thinking skills students in the experimental class obtained an average score of 49.05 while the control class obtained a score of 46.32 while the post test in the experimental class obtained an average score of 72.24 while the control class gained an average score of 72, 11. There was a difference in pretest of 2.73 and post test of 0.13.

CONCLUSION

Based on the results of the study, it was shown that: (1) there was a significant influence on the use of guided inquiry models based on local wisdom on critical thinking skills of fourth grade students in elementary school, (2) guided inquiry models based on local wisdom were effective in improving students' critical thinking skills.

Based on the findings above, it can be concluded that there is an influence of the guided wisdom based learning model on local wisdom on the critical thinking skills of fourth grade students in elementary school. Some of the suggestions raised in connection with this study include: (1) it is expected that teachers use guided inquiry models based on local wisdom in learning to improve students' critical thinking skills, (2) teachers more often use innovative models that help students hone thinking skills critically, (3) teachers in giving questions are expected to provide examples of real problems that arouse students' critical thinking skills, (4) students are expected to always be active and critical in

learning so that their critical thinking skills are always honed.

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