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The Effectiveness of Inquiry Learning Models to Improve Students' Critical Thinking Ability

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ABSTRACT

Objective: This study aims to determine the effectiveness of the inquiry learning model to improve students' critical thinking skills. This type of research is a literature study using articles related to the influence of the inquiry learning model on students' critical thinking skills. **Method:** The method used is the descriptive qualitative research method. The data source used in this study is secondary data, namely articles that have been published. These articles were sourced from Google Scholar, Open Access Journal, sinta indexed journals, and national university websites between 2012 and 2022. So that there were 8 journals suitable for research related to critical thinking skills and inquiry. **Results:** The result of this study is that it is known that the inquiry learning model has a significant influence on improving students' critical thinking skills. There is a significant difference in critical thinking skills between students who are taught using the inquiry learning model and students who are taught with the non-inquiry learning model. **Novelty:** The guided inquiry learning model has proven to be effectively applied to improve students' critical thinking skills.

INTRODUCTION

Science has a very important and strategic role in the development of future technology. Science does not only contain theories or formulas to be memorized, but also contains many concepts that must be understood in depth, thus in learning students are required to be able to build knowledge in their own minds with their active role in the teaching and learning process (Ramadhani et al. al., 2021). Science learning focuses more on students' ability to analyze their knowledge of events or natural phenomena that students experience in everyday life. Science studies require students to be able to think logically, critically, creatively, and be able to argue correctly. However, the tendency of learning science at this time is that students only study science as a product, memorizing concepts, theories and laws. Students only study physics in the lowest cognitive domain so that it has an impact on learning outcomes obtained (Nurmayani et al., 2018).

The low student physics learning outcomes are because they are not accustomed to developing their thinking potential. As a result, the knowledge obtained is only temporary. The thinking potential referred to in this case is critical thinking. Critical thinking allows students to analyze their thoughts in making choices and draw conclusions intelligently (Nurmayani et al., 2018). Critical thinking is needed by students

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