Journal of Educational Sciences Vol. 9 No. 5 (Sept, 2025) 4695-4706

Journal of Educational Sciences
Journal homepage: https://jes.ejournal.unri.ac.id/index.php/JES

P-ISSN 2581-1657
E-ISSN 2581-2203

The Influence of the Guided Inquiry Learning Model on Students' Critical Thinking Skills in Fisheries Subjects in Grade IV of SD Inpres 2 Besusu

Nuraini*, Dewi Anita Sari, Zulnuraini, Nurul Fitriah Aras, Khairunnisa
Elementary School Teacher Education, Tadulako University, Palu, 94119, Indonesia

ARTICLE INFO

Article history:

Received: 22Aug 2025
Revised: 31 Aug 2025
Accepted: 10 Sept 2025
Published online: 29 Sept 2025

Keywords:

Inquiry Learning Model,
Learning Outcomes,
Insights

* *Corresponding author:*

E-mail: nuraini170787@gmail.com

Article Doi:

https://doi.org/10.31258/jes.9.5.p.4695-4706

This is an open access article under the CC BY-SA license.

A B S T R A C T

This study aims to analyze the learning outcomes of students whose learning uses the Guided Inquiry learning model on students' critical thinking skills in the science course in grade IV of SD Inpres 2 Besusu. This study uses a quantitative approach with a pre-experimental experimental design in the form of a pretest-postest design for one group. Sampling was carried out using a random sample extraction technique. The data collection technique uses learning outcome tests, observation sheets and interviews. The data analysis used in this study is descriptive and face-to-face statistical analysis. Based on the results of a study on the Influence of the Guided Inquiry Learning Model on the Critical Thinking Ability of Social Science Students of Grade IV SD Inpres 2 Besusu on the Influence of Social Science Learning Outcomes of Students of SD Inpres 2 Besusu on the Influence of Social Science Learning Outcomes of Students of SD Inpres 2 Besusu Class IV, the researcher can draw the conclusion that there is an influence of the use of the Guided Inquiry learning model on the influence of learning outcomes Social Studies Students Grade IV SD Inpres 2 Besusu.

1. Introduction

Natural and Social Sciences (IPAS) subjects in elementary schools have an important role in equipping students with basic knowledge about natural phenomena and social interactions. This subject is the main foundation in understanding various scientific and social concepts applied in daily life. According to Budiwati et al. (2023), the IPAS curriculum applied in grade IV has been researched and misunderstandings are still found that can affect students' understanding. This research shows that misunderstandings in subject matter can hinder the development of students' knowledge. This misconception suggests that students often catch inaccurate information from the material presented. This emphasizes that the delivery of IPAS materials with the right method is very important. Therefore, it is very important for educators to pay attention to the way

the material is delivered in order to minimize misunderstandings. In conclusion, handling IPAS misunderstandings is very necessary so that students can absorb information correctly and build a strong knowledge base. From the results of observations conducted at SD Inpres 2 Besusu show that the learning carried out mostly uses lecture mottos which are considered easier to convey by teachers, even though this method is less effective to apply. They consider students' critical skills to be low.

A student's critical thinking ability is the ability to analyze, evaluate, and construct logical arguments effectively. These skills, according to the researchers, are crucial in education because they influence the way students solve problems and make decisions. Sonia et al. (2023), stated that the guided inquiry learning model can improve students' critical thinking skills in biology learning, which shows the success of the implementation of this learning model. Meanwhile, Wulandari et al. (2022), found that the application of a guided inquiry learning model with the help of special media can further facilitate the development of students' critical thinking skills. Based on research conducted by Widiya. (2023), the use of a guided inquiry approach not only improves critical thinking skills but also student learning outcomes. This confirms that the guided inquiry learning model is an effective method to hone students' critical thinking skills. Thus, good critical thinking skills can be directly influenced by the learning approach applied.

In addition, students' critical thinking skills are closely related to their academic outcomes. Research by Amijaya et al. (2018), shows that the application of the guided inquiry learning model to learners contributes significantly to better learning outcomes and deeper critical thinking skills. Furmanti. (2019), in his presentation explained that student motivation and activeness also increased along with the improvement of critical thinking skills through the use of a guided inquiry learning model. The conclusions of these various studies suggest that there is a strong relationship between the development of critical thinking skills and applied learning methods, especially guided inquiry models. Therefore, the application of appropriate learning strategies such as guided inquiry can strengthen the foundation of students' critical thinking skills so that they can be better prepared to face academic and daily life challenges.

Based on previous research exams, many studies have examined the impact of guided inquiry learning models on improving students' critical thinking skills. Research by Sonia et al. (2023) emphasizes that this model is not only significant in improving critical thinking skills but also enriching students' biological understanding. Meanwhile, Wulandari et al. (2022) explained how the application of the guided inquiry model with PowerPoint media can strengthen students' analytical power in various subjects. Studies from Widiya and Radia (2023) further show that the use of this learning model is also able to improve social studies learning outcomes, which at the same time confirms the relevance and effectiveness of the guided inquiry model in the broader educational context. Amijaya et al. (2018) documented the contribution of this model in improving learning outcomes, showing that differences in teaching methods can have a significant impact on academic performance and critical skills. On the other hand, research by Furmanti

and Hasan (2019) highlights student motivation and activeness as an aspect of learning that is also raised along with improving critical thinking skills.

Overall, previous research has shown the relevance and success of guided inquiry models in honing students' critical thinking skills. In the context of the current research, although there are similarities in the use of the guided inquiry model as in the previous research, this study focuses on its influence on the environment and a more specific subject, namely science in grade IV of SD Inpres 2 Besusu. All of the previous literature that exists strengthens the argument that the application of this method helps students in improving critical thinking skills, but the main difference in this study is its application in local contexts and specific science subjects. In addition, the study also considered unique elements that could influence outcomes, such as student characteristics and the facilities and infrastructure available in the primary schools studied.

In applying the guided inquiry learning model in grade IV of SD Inpres 2 Besusu, this approach actively involves students in the learning process to stimulate their critical thinking skills, as well as providing guidance from educators to ensure in-depth understanding. This model is applied by prioritizing the direct participation of students in structured investigation activities, so that they are able to explore the concept of IPAS in more detail. This learning is facilitated by challenging open-ended questions that encourage students to think analytically and critically assess the information provided, as well as integrate new knowledge with the information they already know.

Thus, direct guidance from the teacher in each step of the investigation provides a solid framework to ensure that learning objectives are achieved without sacrificing student autonomy. It is also equipped with a classroom setting that supports social interaction and collaboration between students, where ideas and findings can be discussed freely and constructively, thus creating a dynamic learning environment. All of this has a positive impact on the development of students' critical thinking skills, which are crucial in understanding science subjects and their relevance to everyday phenomena. With a strategically directed inquiry framework, students not only receive knowledge, but are also trained to critically assess and process information, which is an important cornerstone in the formation of scientific knowledge that can be applied in the future.

2. Methodology

In the quantitative method that has been determined, the design of saturated experiments will be the research method used in this study in the form of *a design of one pretest-posttest group* where there is only an experimental class without a control class

Research design

Population is the entire object of research in the form of a collection or general area consisting of objects or subjects that have certain qualities and characteristics

that are determined by the researcher to be researched and then drawn conclusions (Amalia, 2024). The population in this study is all grade IV students at SD Inpres 2 Besusu which totals 27 students. A sample is a part of a population that has the same characteristics as the population (Amalia, 2024). In this study, the sample extraction technique used is a saturated sample, where all members of the population are used as samples because the population is relatively small or less than 30 students. The sample taken in this study was all fourth grade students of SD Inpres 2 Besusu (the entire population).

Data Capture

Data collection uses both test and non-testing techniques. This test is used to obtain data on students' critical thinking skills. The tests used in this study were *pre-treatment* tests and post-treatment tests, while non-tests were in the form of documentation, observation sheets and interviews used during the learning process.

3. Results and Discussion

The guided inquiry learning model has a significant positive impact on improving students' critical thinking skills, especially in the subject of Natural and Social Sciences (IPAS) in grade IV of SD Inpres 2 Besusu. Class IV consists of **27** students**,** who are divided into 14 male students and 13 female students**.** The learning process is carried out in classrooms that have sufficient lighting and supporting facilities such as whiteboards, projectors, and study desks that can be arranged flexibly. Prior to the implementation of the guided inquiry model, IPAS learning in this class mostly used lecture and memorization methods, which caused most students to be passive, less enthusiastic, and show low results in critical thinking. This can be seen from the low ability of students to answer questions that require reasoning, explain cause and effect, and make decisions based on facts.

After the application of the guided inquiry learning model, there was a significant change in learning interaction and student participation. Learning takes place more actively because students are involved in all stages of the inquiry process, starting from formulating questions, conducting simple experiments, recording observations, to drawing conclusions independently or in groups. Teachers divide students into 7 small groups that are heterogeneous based on gender and academic ability. Each group was given a Student Worksheet (LKS) and experimental tools according to the learning topic, such as changes in the shape of objects or the effect of light on objects. Learning becomes more enjoyable because students not only sit and listen, but also observe firsthand, discuss, and present their findings. This encourages students to think logically, formulate arguments, and defend their opinions, thus directly developing critical thinking skills.

To support the effectiveness of the guided inquiry model, teachers use several learning media that are in accordance with the characteristics of grade IV students. The media used include Student Worksheets (LKS) which are systematically compiled following the steps of inquiry: orientation, formulating problems, designing experiments, collecting and analyzing data, and drawing conclusions. In

addition, simple experimental props such as mattress threads, used cans, scissors, hammers and nails, and skewers are also used. This media aims to make abstract concepts in IPAS more concrete and easy to understand by students. During the activity, teachers also use visual media such as pictures and short videos that support the learning topic. The use of this varied medium not only engages students, but also stimulates their curiosity which is the main key in inquiry learning.

Figure 1. Communication Device Media From Cans

Pretest and Posttest *Learning Outcomes*

The pretest will be held on February 4, 2025 in grade IV of SD Inpres 2 Besusu with a total of 27 students. *Postest* will be held on February 13, 2025. The results of the class IV Posttest data with calculations using the help of SPSS 30 *for windows* The results of *the class IV pretest and posttest* data can be seen in table 1.

Table 1. Postest Data Analysis Results

Statistics Data Posttest Data Prettest		
Mean	48.33	80.07
Standard Deviation	16.583	11.642
Minimum Score	15	60
Maximum Score	75	100

Statistical descriptions of an increase in the number of post-test scores in the control class and the experimental class increased by 27 students. However, in the description of the statistical table, the score decreased by 4 students. The study result for the control class and the experimental class was 48.33 for the post-test data while for the pre-test data was 80.07.

Counting Inside with Alpha Cronbach
The following are the results of the SPSS instrument reliability test:

Table 2.Case Processing Summary

	N	%
Valid Cases	23	100.0
Excluded	0	0
Entire	23	100.0

a. Delete by list based on all variables in the procedure.

The results contained in the SPSS data processing for instrument realism with the case processing summary section are clarified in the table below.

Table 3.Reliability statistics

Alpha Cronbach	N item
0.696	20

Based on the interpretation of the SPSS results, the reality test can be concluded: If a≥ 0.20 then the rubric to assess students' critical thinking skills is reliable and can be used. If it is 0.20, the rubric needs to be corrected, for example by removing or revising inconsistent indicators. It can be concluded that the results of the reliability test of the instrument in this study are 0.696 which means α≥ 0.20 so that it can be stated that the rubric to assess the skill of writing biographical texts in this study is reliable and can be used. Testing with Cronbach's Alpha ensures that these research instruments are consistent and can be used to measure students' critical thinking abilities.

Normality Test Results

Normality test is an analysis that aims to find out whether sample data is distributed normally or not. The normality test in this study used *the Shapiro-wilk method* with the help of the SPSS program version 30 *for windows.* The results of the data normality test in the experimental class can be seen in the table

Table 4. Normality Test Results

Class	Shapiro-wilk		
	Statistics	Df	Sig
Pre-Test Experiments	0.964	27	.458
Post-Test Experiments	0.951	27	.232

Based on the table above, it shows that *the significant value of Shapiro-wilk* in class IV *on the Pretest* is 0.458 greater than the α level set (0.458>0.05). This shows that *the Pretest data* are distributed normally and *that the Shapiro-wilk value* in class IV *on the Posttest* is 0.15 greater than the established α level (0.15>0.05). This shows that *Pretest* and *Posttest data* are usually distributed, because the data are distributed normally, *so the Paired Sample T-test hypothesis is carried out*

Hypothesis Test Results

In this study, the hypothesis test was carried out with parametric statistics using *the Paired Sample T-test* because the research data had met the requirements for normal dissection and used a two-tailed sample. The results of the hypothesis test were carried out with the help of the SPSS program *for windows* version 30.

Table 5. Paired Sample Test

	Pairing Differences							
				95% Confidence Interval of Difference				
	Mean	Std. Deviation	Average Error Std.Error	Lower	Above	t	Df	Sig.(2-tailed)
Pair Pretest-Posttest	-31.741	20.112	3.871	-39.697	-23.785	-8.200	26	.000

N-Gain TEST Results

In this study, an N-Gain test was performed to see an increase in the tides that occurred between before and after treatment in the experimental class. This study uses the help of SPSS version 30 *for windows with* an N-gain score distribution, that is, if the n-gain score value is g>0.7, then it is included in the high category, 0.3 ≤ g ≤0.7 is included in the medium category and g<0.3 is included in the low category. The following are the results of data analysis carried out with the help of SPSS version 30 *for windows*

Table 6.N-Gain Test Results

	n	Maximum	Maximum	Average	Std.deviation
Ngain_Score	**27**	**-.60**	**1.00**	**.5634**	**35067**
Ngain_Persen	**27**	**-60.00**	**100.00**	**56.3434**	**35.06687**
A valid N (towards the list)	**27**				

Based on the results of the data analysis above, it can be seen that the average N-Gain score obtained is 0.5634 and the N-Gain percentage is 56.3434. Based on these data, it can be concluded that the average N-Gain score is 0.60 in the middle category (0.2 ≤ g ≤0.6) and the average NGain score is 65.75 percent, so that the influence of the guided inquiry learning model on students' thinking ability in science courses in Grade IV of SD Inpres 2 Besusu is in the intermediate classification with the Guided Equity learning model on students' critical thinking skills providing opportunities for students. Students to seek their own knowledge through the experiments they conduct and actively participate so that it can influence student learning outcomes.

Discussion

Figure 2.Providing Post-test in Control Class

This study is a quasi-experimental research with *a pre-post-group design* to find out whether there is an influence of the guided inquiry learning model on students' critical thinking skills in science subjects in Class IV of SD Inpres 2 Besusu. Before the questions are used, expert validation is carried out, after which the instrument is tested first at SDN Inpres 2 Talise school to be tested for validity and reliability. The reason for choosing a school in this trial is assuming that the ability of the students of these two schools is the same, the results of this instrument trial obtained 16 valid questions and 4 invalid questions. After the validity of the questions was tested, the researcher then conducted a *Pretest*, the results *of the Pretest* showed an average score of 57.88. Based on this data, it can be concluded that the average score of *this Pretest* has not reached the KKTP. So that action is needed to improve students' critical thinking skills in science courses in Grade IV SD Inpres 2 Besusu, in this study the researcher uses a guided inquiry learning model on students' thinking skills in science courses in Grade IV SD Inpres 2 Besusu.The application of this guided inquiry learning model will be carried out on Tuesday, February 4, 2025 after the Pretest.

The implementation of the learning process carried out in the experimental classroom has been carried out in accordance with the activities that must be carried out by following the syntax in the teaching module. The influence of the guided inquiry learning model on students' thinking skills in science courses in Grade IV of SD Inpres 2 Besusu has 6 syntacses, namely: formulating problems, making hypotheses, designing and conducting experiments, collecting and managing data, interpreting the results of data analysis and discussion, drawing conclusions. In phase I (first to second meetings), teachers formulate problems by way of questions and answers to increase students' curiosity about the guided inquiry learning model about students' thinking skills in science subjects in Class IV of SD Inpres 2 Besusu related to the material to be discussed. Students looked enthusiastic when it was aired, but at the first meeting student participation in the question and answer was still lacking, but at the second meeting there was an increase in addition to the students' enthusiasm for learning and questions and answers of more than 2 students.

In phase II (first to second meetings), namely making hypotheses, teachers and students discuss the material that is aired. At the first meeting, only a few students were active in the question and answer. However, at the second meeting, the number of students participating increased to more than three people. In phase III (first to second meeting), namely designing and conducting data experiments, students recorded the results of their experiments on a worksheet (LKPD) with their group friends, at the first meeting students were still confused about filling out the LKPD because they were not used to using the influence model of the guided inquiry learning model in science courses in Class IV of SD Inpres 2 Besusu so that the researcher provided extra guidance in filling out the LKPD. However, at the second meeting, there began to be an increase where students and their group friends could discuss and work on LKPD well such as preparing tools and materials. In this experiment, the teacher discusses in each group taking the material in front of the teacher's desk to imitate kinetic energy and provide a picture and students group what kinetic energy means.

In stage IV, students discuss the results of the observations in groups and record the results of the experiments that have been carried out in the LKPD that have been distributed. In stage V, each student presented his group's LKPD and the other group responded to it, 14 students together discussed the concepts that had been learned and how they related to the experiment carried out. Then the teacher gives an explanation of the concept that has not yet been understood. Phase VI provides students with a quiz and they conclude the kinetic energy challenge according to their income. And students and teachers conclude the content of the learning material and the teacher compiles the LKPD. Based on the observation sheet of the six stages, in the first meeting 95% succeeded in doing well, this is evident from the lack of students who did the questions and answers, and when the teacher gave a quiz only 2 people who could answer, in the second meeting it was 100% done well, this was evident from the students who did more than 3 questions and answers and the teacher gave more than 3 people who could answer.

During the learning process, researchers found that in the second stage, more than three students were very enthusiastic about answering questions from teachers. During the experiment, students were seen actively working together to complete the LKPD filling assignment. The guided inquiry learning model gives students the opportunity to discover their own knowledge. Students learn to understand the concept of moving energy by conducting experiments. This makes students more interested and not easily bored like when using conventional methods. Posttest scores show that students' final ability after being treated has increased compared to before. The results after being treated using a guided inquiry learning model about students' thinking skills in science courses in Grade IV SD Inpres 2 Besusu in learning obtained an average score of 85.40, where there were 6 students who had incomplete *Posttest scores* based on the results of the interview, the researcher stated that he still did not understand the second material, namely mobile energy, this was due to the use of time that was not optimal so that Researchers need to deepen the teaching of the material on the second concept, in addition to that there are 4 students who have the highest Posttest scores, students who experience an increase in learning outcomes. Based on the results of the interview, the researcher

stated that the inquiry learning model guided by students' critical thinking skills in science courses in Class IV of SD Inpres 2 Besusu helped them in learning this material.

This shows that the use of the guided inquiry model has a good influence on students' thinking ability in social studies subjects in Class IV. So it can be said that there is a difference in the grades before being given treatment using the Guided Inquiry Learning Model and the score after being given treatment, in addition to the part of the students who answered more precisely, there are questions number 4, 5 and 6 of C5 ability in the realm of proof. Meanwhile, in the question section that has not been answered correctly, there are 15 students who cannot answer, namely question number 7 at the C3 ability level which is included in the analysis domain. This is due to less effective time which makes researchers not provide adequate practice-based analysis and material depth.

In the results of *the Pretest* and *Posttest*, normality tests are carried out as seen in table 4.3 and the results are obtained that the data is distributed normally, so because the requirements for normally distributed research data have been met, the hypothesis test can be carried out using *the Paired Sample T-Test* or paired samples with the help of SPSS version 30 *for windows* obtained a significance value of 0.000<0.05 which means that it accepts Ha (there is an effect of the application of the Guided Inquiry learning model, namely there is an effect of the application of the Guided Inquiry learning model on students' critical thinking skills in the science course grade IV SD Inpres 2 Besusu, this result is in accordance with the research conducted by Widiya, (2023) where the results of the study show that the activeness and achievement of learning with the Inquiry Learning Guided Critical model Students' Thinking Ability is higher than the conventional model, so the N-Gain test shows the results with the help of SPSS version 30 *for windows*, it can be seen in table 4.6 that the average N-Gain score is 0.60 in the intermediate category (0.4 ≤ g ≤0.7) so that the thinking ability of students in science courses in Class IV is in the intermediate classification so that the Guided Inquiry learning model is effective in improving student learning outcomes even though it has not reached the category.

This improvement shows that this model helps students understand this material of exploration and active engagement in accordance with the results of the researchers' interviews with students who obtained high Posttest scores stating that they were helped by the learning of this model because they did not imagine what the moving energy would be like but immediately put it into practice on their own and if applied more optimally (for example, through more intensive mentoring or good time management), learning outcomes can be improved more significantly). This is also because this learning model is only carried out in the classroom studied by the researcher so it is necessary to accompany students during the learning process and the time is inefficient, causing this guided inquiry learning model to be included in the medium category, this is based on the results of the researcher's interviews with students who have the lowest scores *in the Posttest* which states that they have not fully understood the LKPD about moving energy matter, this is due to insufficient time so that the researcher did not explain the instructions in the second LKPD

because they remembered that the experiment they conducted took longer Based on the results of the research carried out that the Guided Inquiry Learning Model on the critical thinking ability of students in science courses in Grade IV SD Inpres 2 besusu has an influence on the ability to think critically of students, so that it can be chosen as an alternative learning model to influence student learning outcomes, especially at the elementary level. This result is in accordance with research conducted by Dwiundergraduate (2024**),** this study is entitled The Influence *of Inquiry Learning* Model on the Critical Thinking Ability of IPAS at SD Peseta Didik Class IV " In the guided inquiry model, students are asked to make an experimental design based on questions that have been given by the teacher, then draw conclusions from the experiments they have conducted. This approach is often used to train learners to become familiar with the process of guided inquiry, especially for those who have no experience in inquiry-based learning.

The learning process is carried out with the guidelines of the Student Activity Sheet (LKPD) which contains detailed instructions from the teacher for each stage of learning (Musyawwir et al., 2023). shows that the influence of the guided Inquiry Learning model on students' critical thinking skills in science learning. The results of this study show that the Guided Inquiry Learning model has an effect on grade IV students of SD Inpres 2 Besusu. This model not only attracts students' attention, but also trains cooperation, facilitates understanding, and increases activeness in learning. Through experimentation, students can discover knowledge on their own, which contributes to the improvement of their critical thinking abilities.

4. Conclusion

Based on the results of research on the influence of the Guided Inquiry learning model on students' critical thinking skills in the Science Class IV course of SD Inpres 2 Besusu, it can be concluded that the application of the Guided Inquiry learning model can improve student learning outcomes. The application of the Guided Inquiry learning model encourages students to actively participate in the learning process through experiments that stimulate students' learning creativity, and can improve conceptual understanding through hands-on learning experiences, as well as develop critical thinking skills and collaborative thinking with peers. In addition, the guided inquiry learning model can also create a more fun and meaningful learning atmosphere, so that students are more motivated to learn. The use of the guided inquiry learning model to clarify the material presented, attract students' attention, and the use of video media in learning also makes it very easy for teachers to convey material to students, so that students are very excited and do not feel bored in learning. The results of the evaluation showed that there was a significant increase in student learning outcomes after the implementation of this guided learning model compared to before its implementation. Thus, the application of the Guided Inquiry learning model to students' critical thinking skills in the Fisheries Class IV course of SD Inpres 2 Besusu

References

Amijaya, LS, Ramdani, A., & Merta, I. W. (2018). Pengaruh Model Pembelajaran Penyelidikan Terpandu tentang Hasil Belajar Siswa dan Keterampilan Berpikir Kritis. *Jurnal Matematika Bercahaya*, *13*(2), 94–99. https://doi.org/10.29303/jpm.v13i2.468

Budiwati, R., Budiarti, A., Muckromin, A., Hidayati, Y. M., & Desstya, A. (2023). Analisis Buku Sains Kurikulum Merdeka Kelas IV Ditinjau dari Kesalahpahaman. *Jurnal Dasar*, *7*(1), 523–534. https://doi.org/10.31004/basicedu.v7i1.4566

Dwisarjana.R.A(2024) Pengaruh model pembelajaran inkuiri terhadap kemampuan berpikir kritis sains pada siswa kelas IV SD. Universitas Lampung Bandar Lampung.

Furmanti, T., & Hasan, R. (2019). Pengaruh Model Pembelajaran Inkuiri Terbimbing terhadap Keterampilan Berpikir Kritis, Motivasi dan Aktivitas Mahasiswa di SMP N 5 Seluma. *Seminar Nasional Sains dan Kewirausahaan VI Tahun 2019*, 1–9.

Musyawwir, M., Kune, S., & Rahmawati, R. (2023). Pengaruh Model Pembelajaran Inkuiri Terpandu pada Keterampilan Berpikir Kritis dan Hasil Pembelajaran Sains

Sonia, T., Alberida, H., Arsih, F., & Selaras, G. H. (2023). Pengaruh Model Pembelajaran Inkuiri Terpandu tentang Keterampilan Berpikir Kritis Mahasiswa dalam Pembelajaran Biologi. *Biologi: Jurnal Pendidikan*, *9*(1), 78–86. https://doi.org/10.19109/bioilmi.v9i1.14081

Sugiyono. (2019). Statistik untuk Penelitian Dr. Sugiyono. Dalam *Statistik Untuk Penelitian* (hlm. 389).

Tiruneh, DT, Verburgh, A., & Elen, J. (2014). Efektivitas instruksi berpikir kritis di pendidikan tinggi: Tinjauan sistematis studi intervensi. Studi Pendidikan Tinggi, 4(1), 1–17. https://doi.org/10.5539/hes.v4n1p1

Widiya, AW, & Radia, E.H. (2023). Pengaruh Model Pembelajaran Inkuiri Terpandu pada Keterampilan Berpikir Kritis dan Hasil Pembelajaran Ilmu Sosial. *Aulad: Jurnal tentang Dini Masa kanak*, *6*(2), 127–136. https://doi.org/10.31004/aulad.v6i2.477

Wulandari, F., Sukardi, S., & Masyhuri, M. (2022). Pengaruh Model Pembelajaran Pertanyaan Terpandu (Panduan Insidental) Media PowerPoint Dibantu Tentang keterampilan berpikir kritis siswa. *Jurnal Ilmiah Profesional Pendidikan*, *7*(3), 1327–1333. https://doi.org/10.29303/jipp.v7i3.752

How to cite this article:

Nuraini., Sari, D. A., Zulnuraini., Aras, N. F., & Khairunnisa. (2025). The Influence of the Guided Inquiry Learning Model on Students' Critical Thinking Skills in Fisheries Subjects in Grade IV of SD Inpres 2 Besusu. *Journal of Educational Sciences*, *9(5)*, 4695-4706.