

The Effect of Guided Discovery Learning Method and Guided Inquiry Learning in Improving Students Critical Thinking Ability with Students 'Self-Effication Variable Moderator

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Abstract. The main problem in this research is grade X AKL students' low critical thinking ability in economy business subject in SMK Negeri 1 Palasah Kabupaten Majalengka. The purpose of this study was to determine the effect of *guided discovery learning and guided inquiry learning* methods in increasing students' critical thinking skills, the effect of self efficacy on critical thinking skills and how interactions between learning methods and self efficacy. This research is a quasi experiment with 2x2 factorial design. Analysis of the data used in the form of two way anova SPSS 22. Findings from this study indicate that: 1) there is an influence of learning methods in improving students' critical thinking skills. In this study it was found that the *guided discovery learning* method was superior in improving students' critical thinking skills, 2) self efficacy influences students' critical thinking skills, 3) there are interactions of learning methods and self efficacy to students' critical thinking skills. The implication of this research is to assist teachers in choosing learning methods that are appropriate to the material in the learning proces to improve students' critical thinking skills.

Keywords: Guided Discovery Learning; Guided Inquiry Learning; Self Efficacy; Critical Thinking Ability.

1 Introduction

Learning in the 21st century includes to know, to do, to be, to live together. The government seeks to improve the quality of learning in Indonesia by designing a better curriculum, namely the 2013 curriculum, where the abilities that students must possess include critical thinking, creative thinking, communicative and collaboration. Curriculum 2013 learning objectives include the development of the domain of attitudes, knowledge and skills that can be obtained through observing, asking, exploring, associating and communicating activities. One of the important skills that must be possessed by students is the ability to think critically. The development of critical thinking skills is related to the skills to identify, analyze, and solve problems logically so as to produce the right decisions. The importance of critical thinking skills is also stated in Permendiknas 81A of 2013 concerning Curriculum Implementation which states that the abilities of students needed for future competencies include the ability to communicate, think critically and creatively by considering the values

and morals of Pancasila in order to become democratic and responsible citizens, tolerant in diversity, able to live in a global society, have broad interests in life and readiness to work, intelligence according to their talents/interests, and care about the environment. The curriculum must be able to answer these challenges so it is necessary to develop these abilities in the learning process. Teachers as organizers of learning in the classroom have a duty to help develop students' critical thinking skills. However, what happens in schools is that there are still many teachers who focus on learning outcomes only, and ignore aspects of students' critical thinking skills.

Rizal, et al (2017) in their journal stated that critical thinking skills can also be caused to solve everyday problems by thinking complexly, actively, and thoroughly in analyzing all available information. In an effort to analyze all the available information, it is inseparable from the influence of self-efficacy. This is based on Hidayat's opinion (in Rizal, et al: 2017) that any factors that influence a behavior are basically rooted in the belief that they can achieve the expected target. Self-confidence possessed by an individual in his ability to overcome obstacles in order to achieve the desired goal is self-efficacy. With self-efficacy, a person will tend to choose actions that make them feel competent and avoid actions that they think cannot be completed.

Looking at the Mid-Semester Examination data conducted at SMK Palasah shows the number of students who score below the KKM is almost 94.92% with students who score above the KKM only 5,07 %. This shows that the critical thinking ability of students at SMK Negeri Palasah is not good enough when viewed from the value of the Mid-Semester Examination. For this reason, a pre-study was conducted to see students' critical thinking skills. Table 1.1 below shows that the level of critical thinking skills of class XI Accounting Department at SMK Negeri 1 Palasah is still low. Of the 30 students who took the test, there were 23.33% of students who had low levels of critical thinking skills, and 66.67% of students had very low levels of critical thinking skills. This is clearly not in line with expectations. It shows that class XI students of the Accounting Department at SMK Negeri 1 Palasah are still very lacking in critical thinking skills. This shows that there is a gap between the material presented by the teacher and the students' thinking ability, so that when students face the problem of critical thinking, students cannot be used properly.

Table 1.1. Critical Thinking Ability Test Results for Class XI Accounting Majors at SMK Negeri 1 Palasah on Business Economics Subject

No	Mastery Level	Standard Score	Category	Frequency (People)	Frequency (%)
1	90 – 100	A	Very High	0	0,00
2	80 – 89	B	High	1	3,33
3	65 – 79	C	Medium	2	6,67
4	55 – 64	D	Low	7	23,33
5	54 and below	E	Very Low	20	66,67
Total				30	100
Maximum score					81,25
Minimum score					18,75
Average Value					44,69
Standard Deviation					18,19

Source: Appendix 1

Based on the research conducted by Hafrah et al (2019), it is explained that method discovery learning thehas a better effect than the method. Guided inquiry learning because the

average score of critical thinking students who learn to use the method discovery learning is higher than the average score of critical thinking students who learn to use the method inquiry learning. While the research conducted by Pratiwi and Mawardi (2020) in their journal explained that the average results prove that the level of critical thinking skills using the method inquiry learning significantly higher than using the method discovery learning. This study was conducted to determine the effect of using methods guided discovery learning and guided inquiry learning which are more effective in improving students' critical thinking.

2 Literature Review

2.1. Guided Discovery Learning

Various learning methods can be used to form students' critical thinking skills and scientific attitudes. However, the discovery learning method will be more in accordance with the characteristics and cognitive development of students. This learning method emphasizes the ability of students to investigate a relationship, collect data to strengthen a relationship, and use it to find applicable laws or principles with inductive thinking orientation. Students are expected to construct their own knowledge. The teacher does not act as a presenter and information display, but only acts as a facilitator. Arends (2008) states that discovery learning emphasizes active student-centered learning in which students discover their own ideas and describe their meaning. Discovery Learning has several types, namely pure discovery and guided discovery. Guided discovery is a learning method that emphasizes learning to find but the teacher guides students during the process of discovery learning activities. Teacher guidance in learning is expected to instruct students in student discovery activities to achieve learning objectives. However, teacher coaching is not an obligation rule, but teacher guidance in the form of guiding about work procedures. Through the discovery *learning* method, students are invited to study independently and it is hoped that students can understand the real problem and train their cognitive, affective, and psychomotor abilities. Similar findings by Kristen & Prasetyo (2016), show that the use of concrete objects in learning can improve students' cognitive abilities and skills.

2.2. Guided Inquiry Learning Method

Guided inquiry learning method or *guided inquiry learning* is student-centered learning. Piaget (in Puspita and Budi, 2013) suggests that the inquiry method is a method that prepares students in situations to conduct their own experiments extensively in order to see what is happening, want to do something, ask questions, and find answers on their own. In this guided inquiry learning method, students are more active in the learning process that has been conditioned to be able to apply thinking in an effort to explore all concepts themselves to take the initiative in solving problems, making decisions, and training students' critical thinking.

Sanjaya (in Azizah et al, 2019) *Guided Inquiry* is a learning method that involves students' activeness in exploring and discovering their own knowledge. The *Guided Inquiry* learning method to improve students' higher order thinking skills in subjects is a series of learning activities that emphasize critical and analytical thinking processes to seek and find answers to a problem in question. According to Nuryani (in Azizah et al, 2019) further said that in guided inquiry the teacher guides students in carrying out activities by giving initial questions and leading to a discussion. Then the teacher raises the problem, provides direction on solving, and guides students in recording data.

2.3. Critical Thinking Concept

Thinking is a certain mental process such as inferring, evaluating and classifying something. This view is often taken to imply that thinking and solving problems can be done by a series of steps or procedures. Meanwhile, as used in the expression critical thinking connotes the importance of thinking that leads to questions, issues or problems that pay attention to "critical" in this context means "rejection" or "negative" for complex personal problems, negotiating with groups about what actions to take or analyzing assumptions and the quality of the methods used scientifically in testing a hypothesis.

Critical thinking is closely related to thinking that contains the meaning of values. In a descriptive perspective, critical thinking is an analysis of problem situations through potential evaluation, synthesis, and problem solving which will eventually become a decision.

According to experts, individuals or groups involved in critical thinking can be seen through the existence of strong evidence such as through observation or assessment based on criteria using methods or techniques and asking questions. Critical thinking does not only involve logic but there are broad intellectual criteria readiness such as clarity, credibility, accuracy, precision, relevance, depth, breadth of meaning, and balance.

According to Ennis (in Kuswana, 2013, p. 12) said that:

“Critical thinking basically depends on two dispositions. *First*, a concern for "getting it right" as far as possible and a concern for presenting path positions and clarity. *Second*, depending on the evaluation process (applying criteria to assess possible answers), both implicitly and explicitly.

Critical thinking is focused on understanding something that is conscious and leads to a goal. The purpose of critical thinking is to consider and evaluate information that ultimately enables us to make decisions. Critical thinking focuses on whether to believe or do something implies that students who think critically do not just believe what the teacher explains. Students try to consider their reasoning and look for information to obtain the truth. With critical thinking skills, students will develop their knowledge and mindset, interpretation, analysis, evaluation, and argumentation.

Critical thinking is needed by everyone to address all the problems that arise and occur in the reality of life. Someone who has high critical thinking skills, he can address problems by adjusting, adjusting or changing his mindset according to the actions he must take so that he can make the right decisions. Someone who thinks critically is someone who is skilled and reasoned, and has a tendency to believe and act according to what he thinks. A person has the ability to think critically if he has the ability to analyze, prove based on rationally proven reasons, make generalizations of existing data, and provide an assessment of the adequacy of arguments and conclusions.

2.4. Self Efficacy

Bandura (1997) defines self-efficacy as an individual's belief about his ability to organize and complete a task needed to achieve certain results.

Friedman and Schustack (in Woropinasti, 2010) define self-efficacy as an expectation-belief (hope) about how far an individual is able to perform a behavior in a certain situation.

Meanwhile, Mujiadi (2003) explains that self-efficacy is one of the personal factors that becomes an intermediary or mediator in the interaction between behavioral factors and environmental factors. Self-efficacy can determine the success of job performance and execution. Self-efficacy also affects the mindset, emotional reactions in making decisions.

So, it can be concluded that according to some experts' opinions, *self-efficacy* is a person's belief in himself in generating motivation and enthusiasm for learning so that he is confident

in completing the tasks given. This belief refers to the individual estimating the ability he has in carrying out a task needed to achieve a certain result. Confidence in all these abilities includes self-confidence, adaptability, cognitive capacity, intelligence and capacity to act in stressful situations. Self-efficacy will develop gradually and continuously along with increasing abilities and increasing experiences possessed by individuals.

A student who has a good category of self-efficacy will believe that he is capable of doing the tasks that the teacher gives him. These students will have positive suggestions for the subjects they are studying. So he will not find it difficult to learn the lesson. Conversely, if the student has a low self-efficacy category, he will feel afraid to learn. There is no motivation and enthusiasm in learning subjects. So it will be difficult when given tasks by the teacher.

Self-efficacy is the ability to realize, accept, and take responsibility for all potential skills or expertise appropriately. Self-efficacy has effectiveness, namely the individual is able to assess himself as having the power to produce something he wants. The high perceived self-efficacy will motivate individuals cognitively to act appropriately and directed, especially if the goal to be achieved is a clear goal. The individual's thoughts on self-efficacy determine how much effort is expended and how long the individual will persist in the face of obstacles or unpleasant experiences. Self-efficacy is always related and has an impact on the choice of behavior, motivation and individual determination in dealing with every problem.

3 Research Methods

The research method used in this study is a quasi-experimental method. "The quasi-experimental method is a research conducted on one group of students (experimental group) and a comparison group (control group)." (Sugiyono, 2015, p. 114). Quasi-experimental, namely research that provides an opportunity to examine treatments in society that occur naturally.

The research design used is Factorial Designs, often referred to as the F pattern, in principle the same as Treatment by Level Designs (TL), but the factorial pattern provides the possibility for researchers to simultaneously examine the effect of two or more experimental variables. In the factorial pattern, we can see three effects from the experiment, namely (1) main effect, (2) simple effect and (3) interaction effects.

This study looks for the interaction effect between learning methods that use *guided discovery learning* and *guided inquiry learning* with self-efficacy in the high and low categories on students' critical thinking skills. Because each variable has two categories that will be used, this study will use a 2x2 factorial design analysis. Factorial design analysis is used to evaluate the effect of the combination of two or more treatments on the dependent variable (Noor, 2014).

Through a 2x2 factorial design *between subjects*, researchers can find out whether there is a main effect, the influence of the independent variable on the dependent variable, meaning in this study the influence of learning methods on critical thinking and the influence of SE on critical thinking. Interaction effect, the joint effect of two or more independent variables on the dependent variable, means in this study the interaction of the influence of learning methods and self-efficacy on critical thinking. Main and interaction effects at least appear in the two-way anova method (Kusnendi, 2019). To determine the level of significance, the researcher used a two-way ANOVA test. The researcher used a two-way ANOVA test

because this experimental study had two factors on two independent variables that interacted to affect a dependent variable.

4 Result And Discussions

4.1. The Influence of Guided Discovery Learning and Guided Inquiry Learning Methods on Students' Critical Thinking Ability

The formulation of the first problem in this study is whether there is an effect of guided discovery learning and guided inquiry learning methods in improving students' critical thinking skills. Testing the proposed hypothesis using the *Two-way ANOVA* test. Hypothesis testing is done with the test criteria if the significance value is less than 0.05 then the null hypothesis is rejected and the alternative hypothesis is accepted. If the significance value is greater than 0.05, it means that the null hypothesis is accepted and the alternative hypothesis does not exist or is rejected.

Table 4.1. Tests of Between-Subject Effects Learning Method

Dependent Variable: N-Gain KBK

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Learning methods	,021	1	,021	4,148	0,046	0,059

R Squared = .300 (Adjusted R Squared = .268)

Source: Appendix

Based on the data analysis that has been carried out and as shown in Table 4.10 shows that the F value is 4.148 with a significance number of 0.046 < 0.05 (significance less than 0.05) which means that there is an influence of *Guided Discovery Learning* and *Guided Inquiry Learning* learning methods. *Learning* on the variability of students' critical thinking skills. Thus it can be concluded that H_0 is rejected and H_a is accepted. The value of *partial eta squared* is used to analyze the percentage of the contribution of the learning method to students' critical thinking skills, which is obtained a value of 0.59 with a small interpretation. Thus, the percentage of the contribution of learning methods to critical thinking skills is 5.9%.

The research results obtained will be compared with the proposed theory. The discussion of the findings is as follows. This section describes the influence of *guided discovery learning* and *guided inquiry learning* methods in improving students' critical thinking skills. Both in the framework of thinking and research hypotheses, it is suspected that *guided discovery learning* and *guided inquiry learning* methods can improve students' critical thinking skills.

Based on the results of hypothesis testing that has been carried out regarding learning methods in improving students' critical thinking skills, a finding is obtained which states that learning methods significantly influence students' critical thinking skills. This can be seen based on the hypothesis test with the acquisition of an F value of 4.148 with a significance of 0.048. This is in line with research conducted by Warda and Elok (2018) which states that learning methods can affect student learning outcomes, in this case the data taken is related to students' critical thinking skills so that the use of the right method will affect the acceptance of learning materials by students. Many factors affect learning outcomes. Slameto (2013) said that internal and external factors include physical conditions, motivation, interests, family

circumstances, learning methods, curriculum. Pozarnik & Marentic B. (2011) say about the role of teachers as facilitators, managers in managing classes in improving strategies to improve learning outcomes through learning methods that suit the demands of the material. Based on the above opinion, the teacher's role as class manager is required to be able to choose the right learning method in improving learning outcomes, especially the level of critical thinking.

Teachers should choose learning methods that can provide great opportunities for students to be able to develop their abilities independently. Students find problems, observe, explore, discover, try, discuss, conclude. The learning method used in this research is *guided discovery learning* and *guided inquiry learning* methods. *Guided discovery learning* and *guided inquiry learning* methods provide opportunities for students to develop students' critical thinking skills. This opportunity will result in an interaction that was believed by previous students with the new evidence obtained to achieve a better understanding.

The results of the hypothesis test prove that the use of *guided discovery learning* and *guided inquiry learning* methods can improve students' critical thinking skills. These findings are in line with the research of Sucipta et al (2018) which found that the application of the guided discovery learning method was effective in improving students' critical thinking skills.

Methods of learning *guided discovery learning* and *guided inquiry learning* is a method that is based on constructivist learning theory. John Dewey (in Sucipta et al, 2018) says individuals will learn well if they actively construct knowledge and understanding. Trianto (in Sucipta et al, 2018) states that students build their own knowledge, teachers provide facilities that make it easier for students to make discoveries, apply ideas, use strategies. Zuhdan Kun Prasetyo et al (in Susanti and Suhartono, 2015) argue that learning with the guided discovery method is discovery learning that is guided by the teacher. Teacher instructions can make students work more directed in an effort to achieve the goals that have been set. Teacher guidance is not a kind of recipe that must be followed, but only a direction on the necessary work procedures. Meanwhile, the Inquiry learning method according to Gulo (in Susanti and Suhartono, 2015) is a series of learning activities that involve all students' abilities to search and investigate systematically, critically, logically, analytically, so that students can formulate their findings confidently. The teacher's role in the *guided inquiry learning* method does not mean passive but the teacher is also active in directing students who need guidance in developing investigation procedures and conducting experiments.

The use of *guided discovery learning* and *guided inquiry learning* methods in improving critical thinking skills is considered good, because the students' scores have almost reached the KKM score. Based on the results of the *N-Gain* test, it shows that there are differences in students' critical thinking skills in the experimental class 1 with the *guided discovery learning* method and the experimental class 2 with the *guided inquiry learning* method. The difference in the improvement of students' critical thinking skills from the two experimental classes was only a slight difference. Experimental class 1 with *guided discovery learning* method has an *N-Gain* value of 0.62. Meanwhile, the experimental class 2 with the *guided inquiry learning* method obtained an *N-Gain* of 0.61. The improvement of students' critical thinking skills from experimental class 1 and experimental class 2 is included in the medium category. However, the *N-Gain* in the experimental class 1 (*guided discovery learning*) was higher than the *N-Gain* in the experimental class 2 (*guided inquiry learning*).

4.2. The Effect of Self-Efficacy in Improving Students' Critical Thinking Ability

The second problem formulation in this research is whether there is an effect of self-efficacy with high and low categories in improving students' critical thinking skills. Hypothesis testing is done by using the *Two Ways Anova* test. Hypothesis testing will be carried out with testing criteria if the significance value is less than 0.05, it means that the null hypothesis is rejected and the alternative hypothesis is accepted. On the other hand, if the significance value is greater than 0.05, the null hypothesis is accepted and the alternative hypothesis is rejected.

Table 4.2. Tests of Between-Subject Effects Self Efficacy

Dependent Variable: N-Gain KBK

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Self Efficacy	,111	1	,111	22.213	,000	,252

R Squared = .300 (Adjusted R Squared = .268)

Based on Table 4.2 which presents the results of data analysis can be seen that there is the influence of self-efficacy on the ability of critical thinking. It is shown from the acquisition of F value of 22.213 with a significance figure of 0,000 which is smaller than 0.05. It can be concluded that H_0 is rejected and H_a accepted. This conclusion also means that statistically there are differences in the ability to think critically on the category of students who have high levels of self-efficacy is high, with students at a low level of self-efficacy. Value *partial eta squared* was used to analyze the percentage contribution of self efficacy against critical thinking skills of students who obtained the value 0.252 with little interpretation. Thus the percentage contribution of self efficacy results in the ability to think critically by 25.2%.

This discussion explains the effect of students' self-efficacy in improving students' critical thinking skills. In the framework of thinking and hypotheses proposed, it is suspected that self-efficacy has an effect on improving students' critical thinking skills. There are affective abilities that play a role in student success in improving critical thinking skills. One of the affective abilities in question is self-efficacy. As stated by Bandura (Utari et al, 2020) "*Self-efficacy is defined as an attitude of assessing or considering one's own abilities in completing specific tasks*". Mamu (2013) argues that aspects of critical thinking skills and self-efficacy are two things that humans must have and need to be raised in students so that they can be useful for themselves. Students who have the ability to think critically are able to make good decisions in making decisions for good or bad things. Associated with self-efficacy that is, self-confidence in their ability to generate their self-function in their environment. Bandura (in Naparin et al, 2020) relationship with self-efficacy. Bandura agrees that self-efficacy functions as a determinant or factor in awakening self-motivation, affection and taking wisely.

Based on the hypothesis test that has been done regarding the effect of self-efficacy in improving students' critical thinking skills, it was found that there is a significant effect of *self-regulated learning* in improving critical thinking skills of students at SMK Negeri 1 Palasah. This finding is in line with previous research conducted by (Naparín et al, 2020) which stated that there was an effect of self-efficacy on students' critical thinking skills. In addition, it is in line with research conducted by Utari et al (2020) which explains that there is a significant difference in mathematical critical thinking skills between students who have high and low self-efficacy after students obtain the submission and problem solving learning method (JUCAMA) and conventional learning methods.

This study found that there were differences in the improvement of students' critical thinking skills in the high and low self-efficacy categories. Students with high levels of self-efficacy are superior in improving critical thinking skills. Besides, students with high self-efficacy are very easy to follow the learning, they are enthusiastic about the task or stimulus given by the teacher so that they are active in finding and asking about the learning topics discussed. Therefore, it is very important for teachers to build an atmosphere of enthusiasm so that students' behavior, especially in secondary schools, becomes enthusiastic and has good self-efficacy, because students' own behavior is one aspect of their educational environment that they can control themselves, with expert guidance from the teacher. even their parents.

4.3. The Effect of Interaction of Learning Methods and Self-Efficacy on Students' Critical Thinking Ability

The third problem formulation in this research is whether there is an interaction effect of learning methods and students' self-efficacy on students' critical thinking skills. Testing of this hypothesis using the *Two Ways Anova* test. Hypothesis testing is carried out on the null hypothesis (Ho) with the test criteria if the significance value is less than 0.05, it means that the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. On the other hand, if the significance value is greater than 0.05, it means that the null hypothesis (Ho) is accepted and the alternative hypothesis (Ha) is rejected.

Table 4.3. *Tests of Between-Subject Effects* Interaction

Dependent Variable: N-Gain KBK

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Learning_Method * Self Efficacy	0.054	1	0.054	10,752	,002	,140

R Squared = .300 (Adjusted R Squared = .268)

Source: Appendix

Based on the data analysis that has been carried out and presented in Table 4.12, the F value of 10,752 is obtained with a significance number of 0.002 or less than 0.05. This means that learning methods and students' self-efficacy with their interactions have a significant effect on students' critical thinking skills. So it can be concluded that Ho which states that there is no interaction of the influence of learning methods with self-efficacy on students' critical thinking skills is rejected. On the other hand, the alternative hypothesis (Ha) which states that there is an effect of using learning methods and self-efficacy on students' critical thinking skills is accepted. Thus it can be concluded that self-efficacy is a variable that moderates (strengthens or weakens) the effect of learning methods on students' critical thinking skills. The value of *partial eta squared* is used to analyze the percentage of the contribution of learning methods and self-efficacy to students' critical thinking skills, which is obtained a value of 0.140 with a small interpretation. Thus, the percentage of the contribution of learning methods and self-efficacy to critical thinking skills is 14.0%.

Because the variability of students' critical thinking skills is significantly influenced by the interaction between learning methods and self-efficacy, the data analysis was continued with a *post hoc* test to see the *simple effect* of learning method variables on students' critical thinking skills according to self-efficacy.

Table 4.4. *Descriptive Statistics*

Interaction	mean	Std. Deviation	N
GDL*High	,6539	0.05425	28
GDL*Low	,5000	0.04751	8
GIL*High	,6400	0.09292	13
GIL*Low	,6024	,07483	21
Total	,6183	,08251	70

Source: Appendix

To further strengthen the findings of this study, a comparative test of students' critical thinking skills was also carried out in the category of students with high and low self-efficacy levels so that statistical differences could be seen.

Based on the results of hypothesis testing that has been carried out regarding the interaction of the influence of learning methods and self-efficacy on students' critical thinking skills, a finding is obtained that the interaction of learning methods and self-efficacy significantly affects students' critical thinking skills on Employment material. This is evident from the acquisition of the value of $F = 10,752$ with a significant number of $0.002 < 0.05$. This is in line with the findings of Oktalia (2012) which states that there is an interaction effect between learning methods and self-efficacy. Students who have high self-efficacy learn more using nondirective multimedia-assisted learning methods than directives without multimedia assistance.

Basically the *guided discovery learning* and *guided inquiry learning* methods use skills. *Guided discovery learning* and *guided inquiry learning* methods provide opportunities for students to develop their skills. This opportunity will result in an interaction that was believed by the previous student with the new evidence obtained to achieve a better understanding. In addition, this method will also give birth and raise the attitude of students to seek an explanation.

In simple terms it can be concluded that any learning method that will be applied to students who have a high level of self - efficacy will show a good learning process. Because students are ready in all assignments and learning given by the teacher. So that students are active and responsive in learning activities, besides that students have responsibilities regarding the tasks given by the teacher and students can maintain enthusiasm and concentration in activities related to learning. This is because students with high self - efficacy will be easy to engage in learning activities and easy to integrate with the method to be used. Thus students' critical thinking skills will be much higher. And vice versa if students with low self-efficacy levels, any learning method used will show lower learning outcomes.

5 Conclusion

Based on the background of the problem, the formulation of the problem, the results of data processing and discussion of the results related to improving students' critical thinking skills, the following conclusions are obtained:

1. Significantly *guided discovery learning* and *guided inquiry learning* methods have an effect on improving the critical thinking skills of SMK Negeri 1 Palasah students on Employment material. In this study it was found that the *guided discovery learning* method was superior in improving students' critical thinking skills. This is

because the gain of N-Gain in the class using the *guided discovery learning* method is higher than the N-Gain in the class that applies the *guided inquiry learning* method .

2. There is an effect of self-efficacy on the critical thinking skills of SMK Negeri 1 Palasah students on the subject of Employment. In this study, it was found that students with high levels of self-efficacy had higher levels of critical thinking than students with low levels of self-efficacy.
3. There is an interaction effect of learning methods (*guided discovery learning* and *guided inquiry learning*) and self-efficacy on the critical thinking skills of SMK Negeri 1 Palasah students on Employment material. The magnitude of the interaction effect of learning methods with efficacy on students' critical thinking skills is 0.300. This means that the variability of students' critical thinking skills in economics subjects of 30.0% can be explained by the interaction between learning methods and self-efficacy. Thus, it can be concluded that self-efficacy is a variable that moderates (strengthens or weakens) the influence of learning methods on students' critical thinking skills.

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