**The Effect of Conflict-Cognitive Strategy in Inquiry Learning towards Pre-service Teachers’ Critical Thinking Ability**

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**ABSTRACT**

The trend of today's learning goals for educational institutions is to produce pre-service teachers who think critically. Critical thinking is a higher-order thinking domain that can be taught through appropriate learning strategies. This study intended to describe the effects of the conflict-cognitive strategy in the inquiry-based learning model towards pre-service teachers’ critical thinking ability. This is pre-experimental research with one group pretest-posttest design. The sample included 18 pre-service physics teachers at Mataram State Islamic University (UIN Mataram). The pre-service-teachers’ critical thinking ability was assessed using a critical thinking skill test instrument adapted from the Ennis-Weir Critical Thinking Essay Test. Indicators of critical thinking ability consisted of the ability to analyze, inference, evaluate, and make a decision. The data on critical thinking ability were analyzed descriptively and statistically, where homogeneity, normality, and t-test were performed. Descriptive analysis results showed that the average score of critical thinking ability in the pretest was -1 in the “less critical” criteria and increased at posttest to 9,89 in the “quite critical" criteria after learning using the conflict-cognitive strategy in the inquiry-based learning model. Statistically, the analysis results showed that the implementation of the conflict-cognitive strategy in the inquiry-based learning model had a significant effect on pre-service teachers' critical thinking ability. Therefore, the conflict-cognitive strategy in the inquiry-based learning model can be a reference and alternative learning strategy that can be implemented for specific purposes to improve pre-service teachers’ critical thinking ability.

**Keywords: c**onflict-cognitive strategy, critical thinking ability, inquiry learning model.