

ABSTRAK

PENGARUH PENGGUNAAN MODEL ARGUMENT-DRIVEN INQUIRY (ADI) TERINTEGRASI SDGs TERHADAP HIGHER ORDER THINKING SKILLS (HOTS) DAN SELF-EFFICACY PESERTA DIDIK PADA MATERI PERUBAHAN IKLIM

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Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model *Argument-Driven Inquiry* (ADI) terintegrasi SDGs terhadap HOTS (*Higher Order Thinking Skills*) dan *self-efficacy* peserta didik kelas X di SMAN 7 Bandar Lampung. Penelitian ini menggunakan desain *quasi experimental* dengan teknik *pretest posttest non-equivalent control group design*. Sampel diambil menggunakan teknik *cluster random sampling* dengan jumlah sampel 30 peserta didik kelas X.4 sebagai kelas eksperimen dan 34 peserta didik kelas X.5 sebagai kelas kontrol. Data kuantitatif berupa nilai *pretest-posttest* HOTS dan *pre-post* angket *self-efficacy*. Sedangkan data kualitatif berupa angket tanggapan peserta didik. Hasil penelitian menunjukkan bahwa HOTS kelas eksperimen lebih tinggi (*N-Gain* 0,69) berbeda nyata dibandingkan dengan kelas kontrol (*N-Gain* 0,50). Hasil uji *independent sample t-test* didapatkan nilai *sig. (2-tailed)* $0,000 < 0,05$ yang artinya H_0 ditolak dan H_1 diterima. Selain itu, hasil uji *effect size* sebesar 1,9 dengan interpretasi besar. Indikator HOTS yang mengalami peningkatan paling tinggi adalah kemampuan menganalisis (*N-Gain* 0,80) dengan kategori tinggi dan terendah pada indikator mencipta (*N-Gain* 0,60). Dengan demikian, dapat disimpulkan bahwa penggunaan model *Argument-Driven Inquiry* (ADI) terintegrasi SDGs berpengaruh terhadap HOTS peserta didik. Hasil penelitian juga menunjukkan bahwa terdapat pengaruh yang signifikan penggunaan model *Argument-Driven Inquiry* (ADI) terintegrasi SDGs terhadap *self-efficacy* peserta didik. Hasil uji *independent sample t-test sig. (2-tailed)* $0,000 < 0,05$ yang artinya H_0 ditolak dan H_1 diterima. Dimensi *level* mengalami peningkatan tertinggi (*N-Gain* 0,55). Hasil uji *effect size* sebesar 1,4 dengan interpretasi besar. Hasil analisis angket tanggapan menunjukkan bahwa penggunaan model *Argument-Driven Inquiry* (ADI) terintegrasi SDGs mendapatkan tanggapan positif dari peserta didik dalam hal meningkatkan kemampuan menganalisis, mengevaluasi, menciptakan dan keyakinan diri peserta didik.

Kata Kunci: *Argument-Driven Inquiry* (ADI), *Higher Order Thinking Skills* (HOTS), *Self-Efficacy*, *Sustainable Development Goals* (SDGs)

ABSTRACT

THE EFFECT OF USING THE ARGUMENT-DRIVEN INQUIRY (ADI) MODEL INTEGRATED WITH SDGs ON HIGHER ORDER THINKING SKILLS (HOTS) AND SELF-EFFICACY OF STUDENTS IN THE SUBJECT OF CLIMATE CHANGE

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This study aims to determine the effect of using the SDGs-integrated Argument-Driven Inquiry (ADI) model on HOTS (Higher Order Thinking Skills) and self-efficacy of grade X students at SMAN 7 Bandar Lampung. This study employs a quasi-experimental design using a pretest-posttest non-equivalent control group design. The sample was selected using cluster random sampling, with 30 students from class X.4 as the experimental group and 34 students from class X.5 as the control group. Quantitative data consist of pretest-posttest HOTS scores and pre-post self-efficacy questionnaires, while qualitative data is interpreted from student response questionnaires. The results showed that the experimental class had higher HOTS scores (N-Gain 0.69), which was significantly different from the control class (N-Gain 0.50). The independent sample t-test yielded a sig. (2-tailed) of $0.000 < 0.05$, meaning that H_0 was rejected and H_1 was accepted. Additionally, the effect size test yielded a value of 1.9, interpreted as large. The HOTS indicator with the highest increase was analytical ability (N-Gain 0.80) in the high category, while the lowest increase was in the creativity indicator (N-Gain 0.60). Thus, it can be concluded that the use of the SDGs-integrated Argument-Driven Inquiry (ADI) model has an effect on students' HOTS. The results also show that there is a significant effect of the use of the SDGs-integrated Argument-Driven Inquiry (ADI) model on students' self-efficacy. The results of the independent sample t-test sig. (2-tailed) $0.000 < 0.05$, meaning that H_0 is rejected and H_1 is accepted. The dimension level experienced the highest increase (N-Gain 0.55). The effect size test result was 1.4, interpreted as large. The results of the questionnaire analysis show that the use of the Argument-Driven Inquiry (ADI) model integrated with SDGs received positive responses from students in terms of improving their ability to analyze, evaluate, create, and their self-confidence.

Keywords: *Argument-Driven Inquiry (ADI), Higher Order Thinking Skills (HOTS), Self-Efficacy, Sustainable Development Goals (SDGs)*