

ABSTRAK

PENGARUH MODEL PEMBELAJARAN *GUIDED INQUIRY* BERBANTU MEDIA *AUGMENTED REALITY* TERHADAP *CRITICAL THINKING* *SKILLS* SISWA SMP PADA MATERI INTERAKSI ANTAR MAKHLUK HIDUP DAN LINGKUNGANNYA

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Penelitian ini bertujuan untuk mengetahui pengaruh penerapan *Guided Inquiry* berbantu *Augmented Reality* terhadap *critical thinking skills* dan tanggapan peserta didik. Jenis penelitian merupakan *quasi eksperimen* dengan desain *Pretest-Posttest nonequivalent control group*. Pengambilan sampel menggunakan *purposive sampling* dengan masing-masing 25 peserta didik pada kelas eksperimen dan kontrol. Data kuantitatif diperoleh dari hasil *Pretest* dan *Posttest critical thinking skills* peserta didik pada materi pokok interaksi antar makhluk hidup dan lingkungannya. Data kualitatif berupa hasil angket tanggapan peserta didik dan lembar observasi keterlaksanaan sintaks. Berdasarkan hasil uji hipotesis menggunakan *Independent Sample T-Test* diperoleh nilai Sig. (2 tailed) $0,000 < 0,005$ artinya penerapan model *Guided Inquiry* berbantu *Augmented Reality* berpengaruh secara signifikan terhadap peningkatan *critical thinking skills*. Peningkatan *critical thinking skills* kelas eksperimen memiliki *N-Gain* 0,45 kategori sedang, lebih tinggi dibandingkan kelas kontrol dengan *N-Gain* 0,24 kategori rendah. Indikator tertinggi yaitu evaluasi (0,62) dan terendah pada indikator pengaturan diri (0,21). Hasil angket menunjukkan peserta didik memberikan tanggapan sangat positif terhadap penerapan *Guided Inquiry* berbantu *Augmented Reality* dalam meningkatkan *critical thinking skills*. Hasil penelitian menunjukkan bahwa seluruh tahapan model *Guided Inquiry* berbantu *Augmented Reality* terlaksana dengan baik. Dengan demikian, model pembelajaran *Guided Inquiry* berbantu media *Augmented Reality* dapat digunakan dan direkomendasikan sebagai salah satu alternatif pembelajaran biologi yang efektif dalam meningkatkan *critical thinking skills* peserta didik.

Kata Kunci : *Critical Thinking Skills, Guided Inquiry, Augmented Reality, Interaksi Antar Makhluk Hidup dan Lingkungannya, Pembelajaran Biologi*

ABSTRACT

THE EFFECT OF AUGMENTED REALITY-ASSISTED GUIDED INQUIRY LEARNING MODEL ON JUNIOR HIGH SCHOOL STUDENTS' CRITICAL THINKING SKILLS ON THE INTERACTION BETWEEN LIVING THINGS AND THEIR ENVIRONMENT

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This study aims to determine the effect of implementing Guided Inquiry assisted by Augmented Reality on students' critical thinking skills and responses. The study design is a quasi-experimental study using a pretest-posttest nonequivalent control group design. Sampling was conducted using purposive sampling, with 25 students each in the experimental and control groups. Quantitative data were obtained from the pretest and posttest results of students' critical thinking skills on the subject matter of interactions between living organisms and their environment. Qualitative data consisted of student response questionnaires and observation sheets regarding the implementation of the model. Based on the results of the hypothesis test using an Independent Samples T-Test, a Sig. value (two-tailed) of $0.000 < 0.005$ was obtained, indicating that the implementation of the Augmented Reality-assisted Guided Inquiry model significantly influenced the improvement of critical thinking skills. The improvement in critical thinking skills in the experimental class had an N-Gain of 0.45 (moderate category), which was higher than that of the control class with an N-Gain of 0.24 (low category). The highest indicator was evaluation (0.62) and the lowest was self-regulation (0.21). The questionnaire results showed that students responded very positively to the application of Augmented Reality-assisted Guided Inquiry in improving critical thinking skills. The research results indicated that all stages of the Augmented Reality-assisted Guided Inquiry model were implemented effectively. Thus, the Augmented Reality-assisted Guided Inquiry learning model can be used and recommended as an effective alternative for biology instruction in enhancing students' critical thinking skills.

Keywords: *Critical Thinking Skills, Guided Inquiry, Augmented Reality, Interactions Between Living Things and Their Environment, Biology Learning*