

ABSTRAK

Helmy Shandria Muzanni: “Pengaruh Model Pembelajaran ERCoRe (*Eliciting, Restructuring, Confirming, Reflecting*) terhadap Keterampilan Berpikir Tingkat Tinggi pada Materi Inovasi Teknologi Biologi”

Keterampilan berpikir tingkat tinggi memiliki potensi besar untuk dikembangkan dalam pembelajaran biologi. Namun, keterampilan ini belum banyak dikembangkan sebagai pendukung kecakapan abad ke-21, khususnya pada materi inovasi teknologi biologi. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran ERCoRe terhadap keterampilan berpikir tingkat tinggi pada materi inovasi teknologi biologi. Metode penelitian yang digunakan adalah *quasi eksperimental* dengan desain *non-equivalent control group* dan teknik *purposive sampling* dengan instrumen penelitian berupa lembar observasi, *pre-test*, *post-test*, dan angket respon peserta didik. Hasil penelitian menunjukkan keterlaksanaan pembelajaran menggunakan model ERCoRe melalui aktivitas guru dan peserta didik sebesar 94,39% (sangat baik) dan 92,59% (sangat baik), sedangkan yang tanpa menggunakan model ERCoRe sebesar 91,83% (sangat baik) dan 88,90% (sangat baik). Hasil keterampilan berpikir tingkat tinggi menggunakan model ERCoRe diperoleh nilai rata-rata *pre-test* 44,10 (kurang), *post-test* 83,50 (baik), dan *N-Gain* 0,70 (tinggi), sedangkan yang tanpa model ERCoRe *pre-test* sebesar 45,80 (kurang), *post-test* 78,70 (baik), dan *N-Gain* 0,60 (sedang). Hasil respon peserta didik terhadap model ERCoRe sebesar 78,72% (baik) sedangkan yang tanpa model ERCoRe sebesar 77,57% (baik). Dapat disimpulkan bahwa model pembelajaran ERCoRe berpengaruh terhadap keterampilan berpikir tingkat tinggi pada materi inovasi teknologi biologi dengan nilai *Sig. (2-tailed)* $0,004 < 0,05$ dan nilai *effect size* sebesar 0,32 ber kriteria sedang.

Kata Kunci: Inovasi Teknologi Biologi, Keterampilan Berpikir Tingkat Tinggi, Model ERCoRe

ABSTRACT

Helmy Shandria Muzanni: “The Effect of The Effect of the ERCoRe (Eliciting, Restructuring, Confirming, Reflecting) Learning Model on Higher-Order Thinking Skills in Biological Technology Innovation Material”

Higher-order thinking skills have great potential to be developed in biology learning. However, these skills have not been widely developed as a support for 21st-century skills, especially in the subject of biological technology innovation. This study aims to analyze the impact of the ERCoRe learning model on higher-order thinking skills in the context of biological technology innovation. The research method employed is a quasi-experimental design with a non-equivalent control group, using purposive sampling techniques. The research instruments include observation sheets, pre-tests, post-tests, and student response questionnaires. The research results show that the implementation of learning using the ERCoRe model through teacher and student activities was 94,39% (very good) and 92,59% (very good), while without using the ERCoRe model it was 91,83% (very good) and 88,90% (very good). The results of higher-order thinking skills using the ERCoRe model yielded an average pre-test score of 44,10 (poor), a post-test score of 83,50 (good), and an N-Gain of 0,70 (high), while without the ERCoRe model, the pre-test score was 45,80 (poor), the post-test score was 78,70 (good), and the N -Gain of 0,60 (moderate). The response rate of students to the ERCoRe model was 78,72% (good), while those without the ERCoRe model was 77,57% (good). It can be concluded that the ERCoRe learning model has an effect on higher-order thinking skills in the subject of biological technology innovation, with a Sig. (2-tailed) value of $0,004 < 0,05$ and an effect size of 0,32 classified as moderate.

Keywords: *Biological Technology Innovation, Higher-Order Thinking Skills, ERCoRe Model*