

## ABSTRAK

**Marischa Dewi (1212060073):** “Pengaruh Model Pembelajaran RICOSRE (*Reading, Identifying, Constructing, Solving, Reviewing, Extending*) Berbantu *Articulate Storyline 3* Terhadap Peningkatan Keterampilan Berpikir Kritis (KBK<sub>r</sub>) Pada Materi Perubahan Lingkungan”

Keterampilan berpikir kritis menjadi salah satu keterampilan esensial yang harus dimiliki siswa dalam menghadapi tantangan abad ke-21. Penelitian ini bertujuan menganalisis pengaruh model pembelajaran RICOSRE berbantu *Articulate Storyline 3* terhadap keterampilan berpikir kritis siswa pada materi perubahan lingkungan. Metode penelitian yang digunakan adalah *quasi eksperimental* dengan *non-equivalent control group design*. Data hasil penelitian menunjukkan bahwa kualitas pembelajaran yang diukur dengan lembar observasi terlaksana sangat baik dengan rata-rata aktivitas guru sebesar 96% dan aktivitas siswa sebesar 93%. Baiknya kualitas pembelajaran direspon kuat oleh siswa yang diukur melalui angket respon dan memperoleh persentase sebesar 80%. Hasil keterampilan berpikir kritis diukur menggunakan tes pilihan ganda, pada kelas eksperimen memperoleh nilai *N-Gain* sebesar 0,71 dengan kategori tinggi dan kelas kontrol memperoleh *N-Gain* 0,54 dengan kategori sedang. Hasil uji hipotesis menunjukkan *Sig.2-tailed*  $0,000 < 0,05$  yang artinya  $H_0$  ditolak dan  $H_1$  diterima. Berdasarkan data hasil tersebut dapat disimpulkan bahwa model pembelajaran RICOSRE berbantu *Articulate Storyline 3* berpengaruh positif terhadap peningkatan keterampilan berpikir kritis siswa pada materi perubahan lingkungan. Penelitian ini berkontribusi pada pengembangan strategi pembelajaran inovatif yang dapat dijadikan alternatif dalam mendukung penguatan keterampilan berpikir kritis siswa.

**Kata Kunci:** Keterampilan Berpikir Kritis, Perubahan Lingkungan, *Articulate Storyline 3*, RICOSRE.

## **ABSTRACT**

**Marischa Dewi (1212060073):** *“The Effect of the RICOSRE (Reading, Identifying, Constructing, Solving, Reviewing, Extending) Learning Model Assisted by Articulate Storyline 3 on Improving Critical Thinking Skills (KBKr) in Environmental Change Material”*

*Critical thinking skills are one of the essential skills that students must have in facing the challenges of the 21st century. This study aims to analyze the effect of the RICOSRE learning model assisted by Articulate Storyline 3 on students' critical thinking skills in environmental change material. The research method used was quasi-experimental with a non-equivalent control group design. The research data showed that the quality of learning, as measured by the observation sheet, was very good, with an average teacher activity of 96% and student activity of 93%. The good quality of learning was strongly responded to by students, as measured by a response questionnaire, with a percentage of 80%. Critical thinking skills were measured using a multiple-choice test. The experimental class obtained an N-Gain score of 0.71, which is in the high category, while the control class obtained an N-Gain score of 0.54, which is in the moderate category. The hypothesis test results showed Sig.2-tailed  $0.000 < 0.05$ , which means that  $H_0$  is rejected and  $H_1$  is accepted. Based on these results, it can be concluded that the RICOSRE learning model assisted by Articulate Storyline 3 has a positive effect on improving students' critical thinking skills in environmental change material. This study contributes to the development of innovative learning strategies that can be used as alternatives in supporting the strengthening of students' critical thinking skills.*

**Keywords:** *Critical Thinking Skills, Environmental Change, Articulate Storyline 3, RICOSRE.*