

ABSTRAK

Aini Aulia Zahra (1212060005) “Pengaruh Model *Discovery Learning* Berbantu Media *Augmented Reality* terhadap Keterampilan Berpikir Tingkat Tinggi Siswa pada Materi Sel”

Keterampilan berpikir tingkat tinggi merupakan salah satu kompetensi penting abad ke-21 yang perlu dikembangkan dalam pembelajaran biologi, termasuk pada materi sel. Penelitian ini bertujuan untuk mengetahui pengaruh model *Discovery Learning* berbantu media *Augmented Reality* terhadap keterampilan berpikir tingkat tinggi siswa. Metode yang digunakan adalah quasi eksperimen dengan desain *nonequivalent control group*. Instrumen penelitian terdiri atas lembar keterlaksanaan pembelajaran, tes keterampilan berpikir tingkat tinggi, dan angket respon peserta didik. Penelitian dilaksanakan di salah satu SMA di Kabupaten Garut dengan sampel 32 siswa pada kelas eksperimen maupun kelas kontrol. Hasil penelitian menunjukkan keterlaksanaan aktivitas guru dan peserta didik pada kelas eksperimen masing-masing sebesar 88% dengan kategori sangat baik. Peningkatan keterampilan berpikir tingkat tinggi siswa pada kelas eksperimen memperoleh nilai N-Gain 0,61 (kategori sedang), sedangkan pada kelas kontrol memperoleh nilai N-Gain 0,51 (kategori sedang). Respon siswa terhadap pembelajaran di kelas eksperimen juga positif dengan rata-rata 82%. Berdasarkan hasil uji hipotesis diperoleh nilai sig. $0,005 < 0,05$ dengan besaran pengaruh 0,95 (kategori tinggi), sehingga dapat disimpulkan bahwa terdapat pengaruh model *Discovery Learning* berbantu media *Augmented Reality* terhadap peningkatan keterampilan berpikir tingkat tinggi siswa pada materi sel.

Kata Kunci ; *Discovery Learning*, *Augmented Reality*, Keterampilan Berpikir Tingkat Tinggi, Sel

ABSTRACT

Aini Aulia Zahra (1212060005) "The Effect of the Discovery Learning Model Assisted by Augmented Reality on Students' Higher-Order Thinking Skills in Cells"

Higher-order thinking skills are one of the essential 21st-century competencies that need to be developed in biology learning, including in the topic of cells. This study aims to determine the effect of the Discovery Learning model assisted by Augmented Reality on students' higher-order thinking skills. The method used was a quasi-experimental design with a nonequivalent control group. The research instruments consisted of a learning implementation sheet, a higher-order thinking skills test, and a student response questionnaire. The study was conducted at a high school in Garut Regency with a sample of 32 students in both the experimental and control classes. The results showed that the implementation of teacher and student activities in the experimental class was 88%, categorized as very good. The improvement in students' higher-order thinking skills in the experimental class achieved an N-Gain of 0.61 (moderate category), while in the control class, an N-Gain of 0.51 (moderate category). Student responses to learning in the experimental class were also positive, with an average of 82%. Based on the results of the hypothesis test, a significant value of $0.005 < 0.05$ was obtained, with an effect size of 0.95 (high category). Therefore, it can be concluded that the Discovery Learning model assisted by Augmented Reality media has an effect on improving students' higher-order thinking skills in the cell topic.

Keywords: *Discovery Learning, Augmented Reality, Higher-Order Thinking Skills, Cell*