

ABSTRAK

Fajwah Nurchalijah Zahr: “Pengaruh Model *Guided Inquiry* berbantu Flipbook Digital berbasis Wahyu Memandu Ilmu terhadap Keterampilan Berpikir Kritis Siswa pada Materi Sistem Imunitas”

Keterampilan berpikir kritis menjadi aspek kecakapan penting abad ke-21. Namun kenyataannya, keterampilan berpikir kritis peserta didik dalam pembelajaran biologi masih tergolong rendah, khususnya pada materi sistem imunitas yang aplikatif dan abstrak. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Guided Inquiry* berbantu flipbook digital berbasis Wahyu Memandu Ilmu terhadap keterampilan berpikir kritis pada materi sistem imunitas. Metode penelitian yang digunakan adalah *quasi eksperimental* dengan desain *non-equivalent control group* dan teknik *purposive sampling*. Hasil penelitian menunjukkan keterlaksanaan pembelajaran menggunakan model *Guided Inquiry* berbantu flipbook digital berbasis WMI melalui aktivitas guru dan peserta didik sebesar 90,00% (sangat baik) dan 83,70% (baik). Hasil keterampilan berpikir kritis menggunakan model *Guided Inquiry* berbantu flipbook digital berbasis WMI diperoleh nilai rata-rata *N-Gain* sebesar 0,69 (sedang), sedangkan yang menggunakan model *Discovery Learning* diperoleh *N-Gain* sebesar 0,11 (rendah). Hasil respon peserta didik terhadap model *Guided Inquiry* berbantu flipbook digital berbasis WMI sebesar 80,30% (sangat baik). Dapat disimpulkan bahwa model pembelajaran *Guided Inquiry* berbantu flipbook digital berbasis WMI berpengaruh terhadap keterampilan berpikir kritis pada materi sistem imunitas dengan nilai *Asymp. Sig. (2-tailed)* $0,000 < 0,05$ dan nilai *effect size* sebesar 0,78 ber kriteria besar.

Kata Kunci: Flipbook Digital, *Guided Inquiry*, Keterampilan Berpikir Kritis, Sistem Imunitas, Wahyu Memandu Ilmu

ABSTRACT

Fajwah Nurchalijah Zahra: *“The Effect of the Guided Inquiry Assisted by Digital Flipbooks Based on Revelation to Guide Knowledge on Students Critical Thinking Skills in Immunity System Material”*

Critical thinking skills have become an essential aspect of 21st-century competence. However, in reality, students' critical thinking skills in learning biology are still relatively low, especially on immune system material, which is both applicable and abstract. This study aims to analyze the effect of the Guided Inquiry learning model assisted by a digital flipbook based on Revelation to Guide Knowledge on critical thinking skills in immune system material. The research method used was quasi-experimental with a non-equivalent control group design and purposive sampling technique. The results showed that the implementation of learning using the Guided Inquiry model assisted by WMI-based digital flipbooks through teacher and student activities was 90.00% (very good) and 83.70% (good). The results of critical thinking skills using the Guided Inquiry model assisted by WMI-based digital flipbooks showed an average N-Gain score of 0.69 (moderate), while those using the Discovery Learning model had an N-Gain of 0.11 (low). The students' response to the Guided Inquiry model assisted by a WMI-based digital flipbook was 80.30% (very good). It can be concluded that the Guided Inquiry learning model assisted by a WMI-based digital flipbook affects critical thinking skills on the immune system material, with an Asymp. Sig. (2-tailed) value of $0.000 < 0.05$ and an effect size value of 0.78, which is considered large.

Keywords: *Critical Thinking Skills, Digital Flipbok, Guided Inquiry, Immune System*

