

ABSTRAK

Jihan Azzahra Mutaqin: “Pengaruh Model Pembelajaran OIDDE Terhadap Peningkatan Keterampilan Berpikir Kritis Siswa Pada Materi Keanekaragaman Hayati Berbantu Media *Nearpod*”

Keterampilan berpikir kritis merupakan keterampilan esensial yang ditekankan pada siswa di abad ke-21. Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran OIDDE berbantu *Nearpod* terhadap keterampilan berpikir kritis pada materi keanekaragaman hayati. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment*, desain *non-equivalent control group*, dan teknik *purposive sampling*. Hasil penelitian menunjukkan keterlaksanaan pembelajaran menggunakan model OIDDE melalui aktivitas guru dan peserta didik sebesar 100% (sangat baik) dan 79% (baik), sedangkan yang tanpa menggunakan model OIDDE sebesar 100% (sangat baik) dan 76% (baik). Hasil keterampilan berpikir kritis menggunakan model OIDDE diperoleh nilai rata-rata *pretest* 39,90 (kurang), *posttest* 88,56 (sangat baik), dan N-Gain 0,80 (tinggi), sedangkan yang tanpa model OIDDE *pretest* sebesar 46,21 (kurang), *posttest* 85,48 (baik), dan N-Gain 0,71 (tinggi). Hasil respons siswa terhadap model OIDDE berbantu *Nearpod* sebesar 77% (baik). Dapat disimpulkan bahwa model pembelajaran OIDDE berbantu *Nearpod* berpengaruh terhadap keterampilan berpikir kritis pada materi keanekaragaman hayati dengan nilai Sig. (2-tailed) $0,01 < 0,05$ dan nilai *effect size* sebesar 0,32 ber kriteria sedang.

Kata Kunci: Keanekaragaman Hayati, Keterampilan Berpikir Kritis, Model OIDDE, *Nearpod*

ABSTRACT

Jihan Azzahra Mutaqin: “The Effect of the OIDDE Instructional Model on Improving Students’ Critical Thinking Skills in Biodiversity Lessons Using Nearpod”

Critical thinking skills are essential skills emphasized for students in the 21st century. This study aims to analyze the effect of the OIDDE learning model, supported by Nearpod, on critical thinking skills in biodiversity-related material. This study employed a quantitative approach using a quasi-experimental method, a non-equivalent control group design, and purposive sampling. The results showed that the implementation of learning using the OIDDE model through teacher and student activities was 100% (very good) and 79% (good), respectively, while the implementation without the OIDDE model was 100% (very good) and 76% (good). The results for critical thinking skills using the OIDDE model showed a pretest average score of 39.90 (inadequate), a posttest score of 88.56 (very good), and an N-Gain of 0.80 (high), whereas without the OIDDE model, the pretest score was 46.21 (inadequate), the posttest score was 85.48 (good), and the N -Gain of 0.71 (high). Student response rates to the Nearpod-assisted OIDDE model were 77% (good). It can be concluded that the Nearpod-assisted OIDDE learning model has an effect on critical thinking skills in biodiversity-related material, with a Sig. (2-tailed) value of $0.01 < 0.05$ and an effect size of 0.32, classified as moderate.

Keywords: Biodiversity, Critical Thinking Skills, OIDDE Model, Nearpod

