

**MODEL PEMBELAJARAN INKUIRI TERBIMBING BERBANTUAN
MEDIA ANIMASI TERHADAP MOTIVASI BELAJAR DAN
KEMAMPUAN BERPIKIR TINGKAT TINGGI SISWA DALAM
PEMBELAJARAN GEOGRAFI SMA**

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ABSTRAK

Penelitian ini dilakukan di SMA Negeri 1 Seririt dengan tujuan: (1) untuk menganalisis pelaksanaan model pembelajaran inkuiri terbimbing yang menggunakan media animasi, (2) untuk menilai efektivitas model pembelajaran inkuiri terbimbing yang dibantu oleh media animasi terhadap motivasi belajar siswa, dan (3) untuk mengevaluasi efektivitas model pembelajaran inkuiri terbimbing berbantuan media animasi dalam meningkatkan kemampuan berpikir tingkat tinggi siswa dalam pembelajaran geografi. Desain penelitian ini menggunakan metode eksperimen semu. Sampel penelitian terdiri dari kelas XI 8 sebagai kelompok eksperimen dan kelas XI 5 sebagai kelompok kontrol yang dipilih secara acak setelah dilakukan uji kesetaraan kelas. Data dikumpulkan melalui observasi, tes, kuesioner, dokumentasi, serta pencatatan dokumen dan kemudian dianalisis secara kuantitatif. Hasil penelitian menunjukkan bahwa: (1) Penerapan model pembelajaran inkuiri terbimbing berbantuan media animasi dalam pembelajaran geografi dapat dilaksanakan dengan kriteria sangat baik (88,75), (2) Penerapan model pembelajaran inkuiri terbimbing berbantuan media animasi efektif dalam meningkatkan motivasi belajar siswa berdasarkan perhitungan N-Gain Score (0,69), (3) Penerapan model pembelajaran inkuiri terbimbing berbantuan media animasi tergolong cukup efektif (0,65) dalam meningkatkan kemampuan berpikir tingkat tinggi siswa dalam pembelajaran geografi.

Kata Kunci: Inkuiri Terbimbing, Motivasi Belajar, Kemampuan Berpikir Tingkat Tinggi (*HOTS*), Pembelajaran Geografi

***THE EFFECT OF GUIDED INQUIRY LEARNING MODEL USING
ANIMATION MEDIA ON STUDENTS' LEARNING MOTIVATION AND
HIGHER-LEVEL THINKING ABILITIES IN HIGH SCHOOL GEOGRAPHY
LEARNING***

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ABSTRACT

This research was conducted at SMA Negeri 1 Seririt with the following objectives: (1) to analyze the implementation of the guided inquiry learning model using animation media, (2) to assess the effectiveness of the guided inquiry learning model assisted by animation media on students' learning motivation, and (3) to evaluate the effectiveness of the guided inquiry learning model assisted by animation media in improving students' higher-order thinking skills in geography learning. The research design used a quasi-experimental method. The research sample consisted of class XI 8 as the experimental group and class XI 5 as the control group which were randomly selected after a class equivalence test was conducted. Data were collected through observation, tests, questionnaires, documentation, and document recording and then analyzed quantitatively. The results of the study indicate that: (1) The application of the guided inquiry learning model assisted by animation media in geography learning can be carried out with very good criteria (88.75), (2) The application of the guided inquiry learning model assisted by animation media is effective in increasing student learning motivation based on the N-Gain Score calculation (0.69), (3) The application of the guided inquiry learning model assisted by animation media is classified as quite effective (0.65) in improving students' higher-order thinking skills in geography learning.

Keywords: Guided Inquiry, Learning Motivation, Higher-Order Thinking Skills (HOTS), Geography Learning
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