

**PENGEMBANGAN MEDIA *FLIPBOOK AUGMENTED REALITY*
BERBASIS *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN
KETERAMPILAN BERPIKIR KRITIS SISWA**

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ABSTRAK

Penelitian ini bertujuan mengembangkan *Flipbook Augmented Reality* berbasis *Problem Based Learning* yang valid, praktis, dan efektif untuk meningkatkan keterampilan berpikir kritis siswa. Penelitian ini merupakan penelitian dan pengembangan (*Research and Development*) menggunakan model ADDIE. Data dikumpulkan melalui angket dan tes dengan instrumen berupa lembar validasi ahli, angket respons guru dan siswa, serta tes keterampilan berpikir kritis. Subjek penelitian terdiri atas 2 ahli materi, 2 ahli media, dan 29 siswa kelas IV SD Negeri 3 Sambangan. Data dianalisis menggunakan analisis deskriptif kuantitatif dan kualitatif, koefisien *Aiken's V* untuk menguji validitas, analisis persentase untuk mengetahui kepraktisan, serta *paired-sample t-test* untuk menguji efektivitas media. Hasil penelitian menunjukkan bahwa media yang dikembangkan memperoleh nilai *Aiken's V* sebesar 0,875 dari ahli materi dan 0,938 dari ahli media, yang keduanya berada pada kategori sangat tinggi. Hasil uji kepraktisan memperoleh persentase sebesar 91,4% dengan kategori sangat praktis. Uji efektivitas menggunakan *paired-sample t-test* menunjukkan adanya perbedaan yang signifikan antara skor pretest dan posttest ($t = 25,671$; $p < 0,001$), yang menunjukkan peningkatan keterampilan berpikir kritis siswa setelah menggunakan media. Dengan demikian, *Flipbook Augmented Reality* berbasis *Problem Based Learning* layak digunakan sebagai media pembelajaran IPAS. Penelitian ini berimplikasi pada pemanfaatan teknologi *Augmented Reality* untuk menciptakan pembelajaran yang lebih interaktif dan mendukung pengembangan keterampilan berpikir tingkat tinggi di sekolah dasar.

Kata Kunci: *Augmented Reality*, *flipbook*, *Problem Based Learning*, berpikir Kritis, sekolah dasar

THE DEVELOPMENT OF FLIPBOOK AUGMENTED REALITY BASED PROBLEM BASED LEARNING TO IMPROVE STUDENTS' CRITICAL THINKING

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ABSTRACT

This study aimed to develop a valid, practical, and effective Problem-Based Learning-based Augmented Reality Flipbook to improve students' critical thinking skills. This study employed a Research and Development (R&D) approach using the ADDIE model. Data were collected through questionnaires and tests, with instruments consisting of expert validation sheets, teacher and student response questionnaires, and critical thinking skills tests. The participants consisted of two material experts, two media experts, and 29 fourth-grade students of SD Negeri 3 Sambangan. The data were analyzed using quantitative and qualitative descriptive analysis, Aiken's V coefficient to assess validity, percentage analysis to determine practicality, and a paired-sample t -test to examine the effectiveness of the developed media. The results showed that the developed media obtained Aiken's V coefficients of 0.875 from the material experts and 0.938 from the media experts, both of which were categorized as very high. The practicality test resulted in a score of 91.4%, categorized as very practical. The effectiveness test using a paired-sample t -test revealed a significant difference between the pretest and posttest scores ($t = 25.671$; $p < 0.001$), indicating an improvement in students' critical thinking skills after using the developed media. Therefore, the Problem-Based Learning-based Augmented Reality Flipbook is feasible for use as an IPAS learning medium. This study implies that Augmented Reality technology can be utilized to create more interactive learning experiences and support the development of higher-order thinking skills in elementary education.

Keywords: *Augmented Reality, flipbook, Problem-Based Learning, critical thinking skills, elementary school*