

ABSTRAK

Ega Saputra. 222170011. **PENGARUH MODEL *DISCOVERY LEARNING* TERHADAP KEMAMPUAN *HIGHER ORDER THINKING SKILLS* (HOTS) PESERTA DIDIK (Studi Eksperimen Pada Mata Pelajaran Geografi Materi Mitigasi dan Adaptasi Kebencanaan Kelas XI di SMAN 1 Manonjaya)**. Jurusan Pendidikan Geografi. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Siliwangi, Tasikmalaya.

Penelitian ini dilatarbelakangi oleh perlunya optimalisasi kemampuan *higher order thinking skills* (HOTS) peserta didik pada mata pelajaran geografi. Pembelajaran yang masih didominasi pendekatan berpusat pada guru (*teacher-centered*) dipandang perlu diinovasi melalui penggunaan model pembelajaran yang mampu merangsang daya nalar kritis secara lebih efektif. Tujuan dari penelitian ini yakni (1) Untuk mengetahui penerapan model *discovery learning* terhadap kemampuan HOTS peserta didik pada materi mitigasi dan adaptasi kebencanaan kelas XI di SMA Negeri 1 Manonjaya, dan (2) Untuk mengetahui pengaruh dari penerapan model tersebut. Metode penelitian yang digunakan adalah kuantitatif dengan quasi eksperimen melalui desain *pretest-posttest control group design*. Pengambilan sampel menggunakan teknik *cluster random assignment*, dengan total 72 peserta didik yang terbagi ke dalam kelas XI-G2 sebagai kelas eksperimen dan kelas XI-F2 sebagai kelas kontrol. Pada kelas eksperimen diterapkan model *discovery learning*, sementara pada kelas kontrol diterapkan model pembelajaran yang konvensional dengan tahapan: penyajian materi (metode ceramah), tanya jawab dan penugasan terstruktur, pendalaman strategi mitigasi, adaptasi bencana dan penilaian tugas, evaluasi dan refleksi materi, serta review dan kegiatan penutup. Teknik analisis data meliputi analisis deskriptif, uji prasyarat (normalitas dan homogenitas), uji *Paired Sample T-Test*, serta uji *N-Gain*. Berdasarkan hasil penelitian, diperoleh dua simpulan utama yang menjawab rumusan masalah. Pertama, penerapan *discovery learning* di kelas eksperimen berjalan secara optimal dengan kekhasan aktivitas pada setiap sintaksnya, yaitu: *stimulation* (pemberian rangsangan), *problem statement* (identifikasi masalah), *data collection* (pengumpulan data), *data processing* (pengolahan data), *verification* (pembuktian), dan *generalization* (menarik kesimpulan). Kedua, terkait pengujian hipotesis pengaruh model, hasil uji *Paired Sample T-Test* memperoleh nilai signifikansi $0,000 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Hal ini menunjukkan bahwa terdapat perbedaan peningkatan HOTS yang signifikan antara kelas eksperimen dan kelas kontrol. Kesimpulannya, model *discovery learning* memberikan pengaruh yang positif dan signifikan terhadap peningkatan kemampuan *higher order thinking skills* (HOTS) peserta didik pada materi mitigasi dan adaptasi kebencanaan.

Kata Kunci: *Discovery Learning*, Geografi, *Higher Order Thinking Skills* (HOTS)

ABSTARCT

Ega Saputra. 222170011. THE EFFECT OF DISCOVERY LEARNING MODEL ON STUDENTS' HIGHER ORDER THINKING SKILLS (HOTS) (Experimental Study on Geography Subject regarding Disaster Mitigation and Adaptation Material in Grade XI at SMAN 1 Manonjaya). Department of Geography Education. Faculty of Teacher Training and Education. Siliwangi University, Tasikmalaya.

This research is motivated by the need to optimize students' higher-order thinking skills (HOTS) in geography subjects. Learning, which is still dominated by a teacher-centered approach, needs to be innovated through the use of learning models capable of stimulating critical reasoning more effectively. The objectives of this research are (1) to determine the application of the discovery learning model to students' HOTS in disaster mitigation and adaptation materials for grade XI at SMA Negeri 1 Manonjaya, and (2) to determine the effect of implementing the model. The research method used is quantitative with a quasi-experiment using a pretest-posttest control group design. Sampling was conducted using a cluster random assignment technique, with a total of 72 students divided into class XI-G2 as the experimental group and class XI-F2 as the control group. The discovery learning model was applied to the experimental group, while a conventional learning model was applied to the control group with the following stages: material presentation (lecture method), questions and answers and structured assignments, deepening of mitigation strategies, disaster adaptation and task assessment, material evaluation and reflection, as well as review and closing activities. Data analysis techniques include descriptive analysis, prerequisite tests (normality and homogeneity), the Independent Sample T-Test, and the N-Gain test. Based on the research results, two main conclusions were obtained that answered the research problems. First, the application of discovery learning in the experimental group ran optimally with specific activities in each syntax: stimulation, problem statement, data collection, data processing, verification, and generalization. Second, regarding the hypothesis testing of the model's effect, the Independent Sample T-Test results obtained a significance value of $0.000 < 0.05$, meaning H_0 is rejected and H_a is accepted. This indicates a significant difference in the improvement of HOTS between the experimental group and the control group. In conclusion, the discovery learning model has a positive and significant effect on improving students' higher-order thinking skills (HOTS) in disaster mitigation and adaptation materials.

Keywords: *Discovery Learning, Geography, Higher Order Thinking Skills (HOTS)*