

ABSTRAK

NOVA AFZAYANI : Pengaruh Model Pembelajaran *Inquiry Training* Berbantuan *Articulate Storyline* Terhadap Kemampuan Pemecahan Masalah Terintegrasi. Program Studi Pendidikan Fisika FKIP Universitas Malikussaleh, 2026.

Rendahnya kemampuan pemecahan masalah terintegrasi siswa menjadi salah satu alasan dilaksanakannya penelitian ini. Penelitian ini bertujuan untuk mengetahui pengaruh penerapan model pembelajaran *Inquiry Training* berbantuan media *Articulate Storyline* terhadap kemampuan pemecahan masalah terintegrasi siswa pada materi energi terbarukan di SMA Negeri 2 Kesuma Bangsa.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *Nonequivalent Control Group Design*. Sampel dipilih melalui *Cluster Random Sampling* dengan 42 siswa, terdiri dari 21 siswa kelas X-1 sebagai eksperimen dan 21 siswa kelas X-2 sebagai kontrol. Instrumen berupa 6 soal esai yang diberikan melalui *pretest* dan *posttest* untuk mengukur kemampuan pemecahan masalah terintegrasi. Data dianalisis melalui uji normalitas, homogenitas, dan *Independent Samples t-Test*.

Berdasarkan hasil analisis data, diketahui bahwa nilai rata-rata *pretest* pada kelas eksperimen sebesar 32,65 menjadi 82,19 pada *posttest*. Sementara itu, pada kelas kontrol nilai rata-rata *pretest* sebesar 30,01 menjadi 71,24 pada *posttest*. Perbedaan nilai pada kedua kelas menunjukkan adanya peningkatan kemampuan siswa setelah proses pembelajaran, namun perbedaan nilai pada kelas eksperimen lebih tinggi dibandingkan dengan kelas kontrol. Hasil uji hipotesis menggunakan *Independent Samples t-Test* juga menunjukkan nilai Sig. (2-tailed) sebesar $0,001 < 0,05$, sehingga H_0 ditolak dan H_a diterima. Hasil tersebut menunjukkan bahwa penerapan model *Inquiry Training* berbantuan media *Articulate Storyline* memberikan pengaruh yang signifikan terhadap kemampuan pemecahan masalah terintegrasi siswa.

Kata Kunci : Model *Inquiry Training*, Media *Articulate Storyline*, Kemampuan Pemecahan Masalah Terintegrasi, Energi Terbarukan.

ABSTRACT

NOVA AFZAYANI: The Effect of the Inquiry Training Learning Model Assisted by Articulate Storyline on Students' Integrated Problem-Solving Skills. **Physics Education Study Program, Faculty of Teacher Training and Education, Malikussaleh University, 2026.**

The low level of students' integrated problem-solving skills was one of the main reasons for conducting this study. This research aimed to determine the effect of the Inquiry Training learning model assisted by Articulate Storyline media on students' integrated problem-solving skills in the renewable energy topic at SMA Negeri 2 Kesuma Bangsa.

This study employs a quantitative approach using a quasi-experimental method with a non-equivalent control group design. The sample was selected via cluster random sampling and consisted of 42 students: 21 in the experimental group (Class X-1) and 21 in the control group (Class X-2). The research instrument comprised six essay questions administered as pre-tests and post-tests to measure integrated problem-solving skills. Data analysis involved tests for normality and homogeneity, as well as an independent samples t-test.

The results showed that the average pretest score of the experimental class increased from 32.65 to 82.19 in the posttest. Meanwhile, the average pretest score of the control class increased from 30.01 to 71.24 in the posttest. Although both classes showed improvement after the learning process, the experimental class achieved a greater increase than the control class. Furthermore, the hypothesis test using the Independent Samples t-Test yielded a significance value of 0.001 (Sig. 2-tailed < 0.05), indicating that H_0 was rejected and H_a was accepted. These findings indicate that the Inquiry Training learning model assisted by Articulate Storyline media had a significant positive effect on students' integrated problem-solving skills.

Keywords: Inquiry Training Learning Model, Articulate Storyline Media, Integrated Problem-Solving Skills, Renewable Energy.