

PENGARUH MODEL PEMBELAJARAN *PROBLEM BASED FLIPPED CLASSROOM* TERHADAP KETERAMPILAN BERPIKIR KRITIS IPA SISWA KELAS VII PADA MATERI PENCEMARAN LINGKUNGAN

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ABSTRAK

Tujuan penelitian ini adalah menganalisis perbedaan keterampilan berpikir kritis siswa antara siswa yang belajar dengan model pembelajaran *Problem Based Flipped Classroom* (PBFC) dan model *Direct Instruction* (DI). Penelitian ini merupakan penelitian quasi eksperimen dengan desain *nonequivalent pretest-posttest control group design*. Populasi penelitian ini berjumlah 365 siswa kelas VII SMP Negeri 4 Singaraja dengan sampel penelitian berjumlah 64 siswa dan terdistribusi ke dalam dua kelas. Data keterampilan berpikir kritis siswa diperoleh melalui tes keterampilan berpikir kritis dan dianalisis menggunakan analisis deskriptif kuantitatif dan ANAKOVA dengan taraf signifikansi 5%. Hasil analisis data menunjukan adanya perbedaan keterampilan berpikir kritis siswa antara kelompok yang belajar dengan model PBFC dan model DI ($F^* = 62,570$), $p < 0,05$. Hasil tes keterampilan berpikir kritis setelah perlakuan (*post-test*) menunjukan kelompok model PBFC lebih unggul dibandingkan kelompok model DI. Ditunjukan dari rata-rata keterampilan berpikir kritis siswa kelompok model PBFC berada pada kategori baik ($M = 73,33$; $SD = 5,09$) sedangkan kelompok model DI berada pada kategori cukup ($M = 62,00$; $SD = 4,61$)

Kata-kata kunci: Keterampilan berpikir kritis, model pembelajaran *Problem Based Flipped Classroom* (PBFC), model *Direct Instruction* (DI).

ABSTRACT

This research aimed at analyzing the differences in students' critical thinking skills between the students who learned by using problem based flipped classroom (PBFC) model and direct instruction (DI) model. This research was a quasi-experimental study with non equivalent post-test only control group design. The population of this study was 365 students of class VII of SMP Negeri 4 Singaraja with 64 students as the sample and was distributed into two classes. The data of students' critical thinking skills were obtained through the critical thinking skills tests and were analyzed using quantitative descriptive analysis and ANACOVA with a significance level of 5%. The result of this study indicates that there are differences in students' critical thinking skills between the groups of students who learn by using the PBFC model and the DI model. This is proved by the results of hypothesis testing using ANACOVA which shows a statistical value F^* is 62.570 with a significance value of 0.000 ($p < 0.05$), which means that the research hypothesis is accepted. The results of the critical thinking skills test after treatment (post-test) show that the critical thinking skills of students who learn by using PBFC models are higher than those who learn by DI models.

Keywords: Critical thinking skills, PBFC model, and DI model

