

ABSTRAK

Pratiwi, Gusti Ayu Nyoman Ratih Arik (2023), *Pengaruh Implementasi Manajemen Kelas Berbasis Flipped Classroom Terhadap Kemampuan Berpikir Kritis dan Hasil Belajar Matematika Siswa Kelas XI di SMAN 4 Denpasar*.

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Kata-kata kunci: manajemen kelas, flipped classroom, kemampuan berpikir kritis, hasil belajar matematika.

Penelitian ini bertujuan untuk mengetahui: (1) apakah kemampuan berpikir kritis siswa yang mengikuti manajemen kelas berbasis *flipped classroom* lebih baik daripada siswa yang mengikuti manajemen kelas konvensional, (2) apakah hasil belajar siswa yang mengikuti manajemen kelas berbasis *flipped classroom* lebih baik daripada siswa yang mengikuti manajemen kelas konvensional, (3) apakah kemampuan berpikir kritis dan hasil belajar secara simultan antara siswa yang mengikuti manajemen kelas berbasis *flipped classroom* lebih baik daripada siswa yang mengikuti manajemen kelas konvensional. Populasi penelitian ini adalah seluruh siswa kelas XI SMAN 4 Denpasar tahun ajaran 2023/2024 yang berjumlah 524 orang siswa yang tersebar kedalam 13 kelas. Sampel dalam penelitian ini ditentukan dengan teknik *cluster random sampling*, dimana didapatkan sebanyak 74 orang siswa yang terbagi ke dalam kelas eksperimen dan kelas kontrol. Penelitian ini merupakan penelitian eksperimen semu dengan desain *post-test only control group*. Data kemampuan berpikir kritis siswa dikumpulkan menggunakan tes uraian kemampuan berpikir kritis, sedangkan data hasil belajar siswa didapatkan dengan tes pilihan ganda hasil belajar matematika siswa. Data dianalisis menggunakan uji Manova dengan taraf signifikansi 5%. Hasil eksperimen menunjukkan bahwa: (1) kemampuan berpikir kritis siswa yang mengikuti manajemen kelas berbasis *flipped classroom* lebih baik daripada siswa yang mengikuti manajemen kelas konvensional, (2) hasil belajar siswa yang mengikuti manajemen kelas berbasis *flipped classroom* lebih baik daripada siswa yang mengikuti manajemen kelas konvensional, (3) kemampuan berpikir kritis dan hasil belajar secara simultan antara siswa yang mengikuti manajemen kelas berbasis *flipped classroom* lebih baik daripada siswa yang mengikuti manajemen kelas konvensional. Hal ini disebabkan karena siswa yang mengikuti manajemen kelas berbasis *flipped classroom* lebih antusias mengikuti proses belajar dikelas karena sebelumnya telah mempelajari materi pada video pembelajaran dirumah masing-masing. Siswa juga dilatih untuk mengungkapkan kembali pemahaman yang dimiliki dengan diskusi kelompok.

ABSTRACT

Pratiwi, Gusti Ayu Nyoman Ratih Arik (2023), *The Effect of Implementing Flipped Classroom-Based Class Management on Critical Thinking Abilities and Mathematics Learning Outcomes for Class XI Students at SMAN 4 Denpasar*

Thesis, Educational Administration, Postgraduate Program, Ganesha University of Education

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Keywords: classroom management, flipped classroom, critical thinking skills, mathematics learning outcomes.

This research aims to find out: (1) whether the critical thinking skills of students who take part in flipped classroom-based class management are better than students who take conventional class management, (2) whether the learning outcomes of students who take part in flipped classroom-based class management are better than students who take part in flipped classroom management following conventional classroom management, (3) whether critical thinking skills and simultaneous learning outcomes between students who participate in flipped classroom-based classroom management are better than students who participate in conventional classroom management. The population of this study was all class The sample in this study was determined using a cluster random sampling technique, where there were 74 students divided into experimental classes and control classes. This research is a quasi-experimental research with a post-test only control group design. Data on students' critical thinking abilities was collected using an uraian test on critical thinking abilities, while data on student learning outcomes was obtained using a multiple choice test on students' mathematics learning outcomes. Data were analyzed using the Manova test with a significance level of 5%. The experimental results show that: (1) the critical thinking skills of students who take part in flipped classroom-based class management are better than students who take part in conventional class management, (2) the learning outcomes of students who take part in flipped classroom-based class management are better than students who take class management. conventional, (3) critical thinking skills and simultaneous learning outcomes among students who take part in flipped classroom-based class management are better than students who take part in conventional class management. This is because students who take part in flipped classroom-based class management are more enthusiastic about participating in the learning process in class because they have previously studied the material in learning videos at home. Students are also trained to re-express their understanding through group discussions.