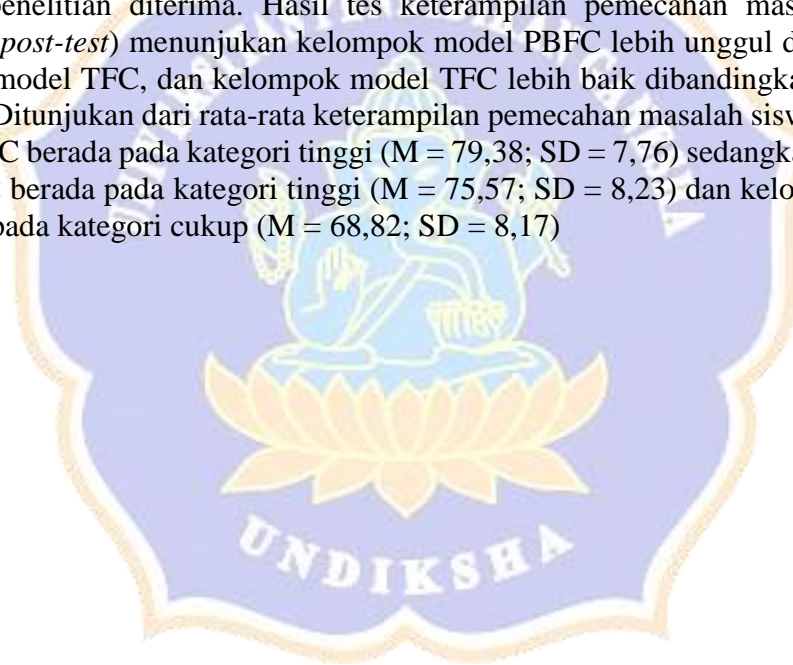


ABSTRAK

Tujuan penelitian ini adalah menganalisis perbedaan keterampilan pemecahan masalah siswa antara siswa yang belajar dengan model *Problem Based Flipped Classroom* (PBFC), model *Traditional Flipped Classroom* (TFC) dan model *Direct Instruction* (DI). Penelitian ini merupakan penelitian quasi eksperimen dengan desain *post-test only control group design*. Populasi penelitian ini berjumlah 357 siswa kelas XI IPA SMA Negeri 8 Denpasar dengan sampel penelitian berjumlah 107 siswa dan terdistribusi ke dalam tiga kelas. Data keterampilan pemecahan masalah siswa diperoleh melalui tes keterampilan pemecahan masalah dan dianalisis menggunakan analisis deskriptif kuantitatif dan ANAKOVA dengan taraf signifikansi 5%. Hasil analisis data menunjukkan adanya perbedaan keterampilan pemecahan masalah siswa antara kelompok yang belajar dengan model PBFC, model TFC, dan model DI. Hal ini ditunjukkan dengan hasil uji hipotesis menggunakan ANAKOVA yang menunjukkan nilai statistik $F^* = 1317.899$ dengan angka signifikansi 0,001 ($p < 0,05$) yang berarti hipotesis penelitian diterima. Hasil tes keterampilan pemecahan masalah setelah perlakuan (*post-test*) menunjukkan kelompok model PBFC lebih unggul dibandingkan kelompok model TFC, dan kelompok model TFC lebih baik dibandingkan kelompok model DI. Ditunjukkan dari rata-rata keterampilan pemecahan masalah siswa kelompok model PBFC berada pada kategori tinggi ($M = 79,38$; $SD = 7,76$) sedangkan kelompok model TFC berada pada kategori tinggi ($M = 75,57$; $SD = 8,23$) dan kelompok model DI berada pada kategori cukup ($M = 68,82$; $SD = 8,17$)



Abstract

This research aimed at analyzing the differences in students' problem solving abilities between the students who learned by using problem based flipped classroom (PBFC) model, traditional flipped classroom (TFC) model and direct instruction (DI) model. This research was a quasi-experimental study with a post-test only control group design. The population of this study was 357 students of class XI IPA of SMA Negeri 8 Denpasar with 107 students as the sample and was distributed into three classes. The data of students' problem solving abilities were obtained through the problem solving ability tests and were analyzed descriptively with a significance level of 5%. The result of this study indicates that there are differences in students' problem solving abilities between the group of students who learn by using the PBFC model, the TFC model, and the DI model. This is proved by the results of hypothesis testing using ANAKOVA which shows a statistical value F^* is 1317,899 with a significance value of 0.001 ($p < 0.05$) which means that the research hypothesis is accepted. LSD test results show that the problem-solving abilities of students who learn by using PBFC models are higher than those who learn by using TFC and DI

