

**PENGARUH MODEL PEMBELAJARAN GUIDED INQUIRY FLIPPED
CLASSROOM TERHADAP KETERAMPILAN BERPIKIR KRITIS
SISWA DALAM PEMBELAJARAN FISIKA KELAS XI MIPA SMA
NEGERI 1 BANJAR**

Oleh

Anak Agung Mela Andani, NIM 1613021016

Program Studi Pendidikan Fisika

ABSTRAK

Latar belakang penelitian ini adalah rendahnya keterampilan berpikir kritis siswa. Tujuannya mendeskripsikan perbedaan keterampilan berpikir kritis siswa yang belajar secara online menggunakan model pembelajaran *guided inquiry flipped classroom* dan model pembelajaran *direct instruction*. Penelitian ini menggunakan metode eksperimen semu dengan desain *one way pretest-posttest non equivalent control group design*. Seluruh siswa kelas XI MIPA SMA Negeri 1 Banjar Tahun Pelajaran 2019/2020 sebanyak 140 orang sebagai populasi penelitian ini. Jumlah sampel 69 orang siswa ditentukan secara *random assignment*. Kelas XI MIPA 1 sebagai kelas eksperimen dan kelas XI MIPA 3 sebagai kelas kontrol. Data keterampilan berpikir kritis dikumpulkan dengan tes berbentuk *essay*. Nilai reliabilitas tes 0,727. Data keterampilan berpikir kritis dianalisis secara deskriptif dan uji hipotesis dengan ANAKOVA satu jalur ($\alpha = 0,05$). Hasil penelitian menunjukkan : 1) Nilai rata-rata keterampilan berpikir kritis pada kelompok GIFC dan DI masing-masing sebesar 75,13 dan 62,50, dengan standar deviasi 8,00 dan 8,14, 2) uji hipotesis menunjukkan nilai $F^* = 45,014$ dengan *sig.* $0,00 < 0,05$. Simpulan penelitian ini adalah terdapat perbedaan keterampilan berpikir kritis siswa yang belajar secara *online* dengan model pembelajaran *guided inquiry flipped classroom* dan model pembelajaran *direct instruction*. Keterampilan berpikir kritis siswa yang belajar secara *online* dengan model pembelajaran *guided inquiry flipped classroom* lebih tinggi dibandingkan dengan siswa yang belajar secara *online* dengan model pembelajaran *direct instruction*.

Kata-kata kunci: *guided inquiry flipped classroom*, keterampilan berpikir kritis, pembelajaran fisika

ABSTRACT

The background of this study was about the low of students' critical thinking skills. The aimed at describing the difference of critical thinking skills of students who learnt by using online guided inquiry flipped classroom learning model and the students who learnt by using direct instruction model. This research uses quasi-experimental method with one way pretest-posttest non-equivalent control group design. All students of class XI MIPA of SMA Negeri 1 Banjar in the 2019/2020 Academic Year were as many as 140 people as the study population. The number of samples of 69 students was determined by random assignment. Class XI MIPA 1 as an experimental class and class XI MIPA 3 as a control class. Critical thinking skills data were collected using essay tests. The reliability value of the test is 0.727. Critical thinking skills data were analyzed descriptively and hypothesis testing with one-way ANAKOVA ($\alpha = 0.05$). The results showed: 1) The average value of critical thinking skills in the GIFC and DI groups were 75.13 and 62.50, with a standard deviation of 8.00 and 8.14, 2) the hypothesis test showed a value of $F^ = 45,014$ with *sig.* $0.00 < 0.05$. The conclusion was there are differences in critical thinking skills between the students who learn by using online guided inquiry flipped classroom learning models and the students who learn by using direct instruction learning models. The critical thinking skills of students who learn by using online guided inquiry flipped classroom learning models is higher than students who learn by using direct instruction learning models.*

Keywords: *guided inquiry flipped classroom, critical thinking skills, learning physics*