ABSTRAK

Wisnawa, I Gede Yatha (2025), Pengaruh Model *Problem Based Flipped Classroom* terhadap Kemampuan Berpikir Kreatif dan Prestasi Belajar IPA Siswa Kelas VIII di SMP Negeri 4 Bebandem. Tesis, Program Studi Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: kemampuan berpikir kreatif, model *problem based flipped classroom*, prestasi belajar IPA

Penelitian ini bertujuan untuk menguji: (1) perbedaan kemampuan berpikir kreatif dan prestasi belajar IPA secara bersama-sama antara siswa yang belajar dengan model *problem based flipped classroom* dan *direct instruction*, (2) perbedaan kemampuan berpikir kreatif antara siswa yang belajar dengan model *problem based flipped classroom* dan *direct instruction*, dan (3) perbedaan prestasi belajar IPA antara siswa yang belajar dengan model *problem based flipped classroom* dan *direct instruction*. Populasi penelitian ini adalah seluruh siswa di kelas VIII di SMP Negeri 4 Bebandem pada semester ganjil tahun pelajaran 2023/2024, yang terbagi ke dalam 4 kelas dengan total populasi sebanyak 129 orang. Penentuan sampel penelitian menggunakan *random sampling*, kemudian diperoleh kelas VIII B sebagai kelas eksperimen dan kelas VIII C sebagai kelas kontrol. Data dikumpulkan dengan tes kemampuan berpikir kreatif dan prestasi belajar IPA. Data dianalisis dengan MANCOVA satu jalur berbantuan program *IBM SPSS 24.0 for Windows* pada taraf signifikansi 0,05. Hasil penelitian menunjukkan bahwa (1) terdapat perbedaan kemampuan berpikir kreatif dan prestasi belajar IPA secara bersama-sama antara siswa yang belajar dengan model *problem based flipped classroom* dan *direct instruction*, (2) terdapat perbedaan kemampuan berpikir kreatif antara siswa yang belajar dengan model *problem based flipped classroom* dan *direct instruction*, dan (3) terdapat perbedaan prestasi belajar IPA antara siswa yang belajar dengan model *problem based flipped classroom* dan *direct instruction.*

ABSTRACT

Wisnawa, I Gede Yatha (2025), The Influence of Problem Based Flipped Classroom Model on Creative Thinking Skills and Science Learning Achievement of Eighth Grade Students at SMP Negeri 4 Bebandem. Thesis, Educational Technology Study Program, Postgraduate Program, Ganesha Education University.

This thesis has been approved and examined by Supervisor I: Prof. Dr. I Wayan Santyasa, M.Si. and Supervisor II: Dr. I Komang Sudarma, S.Pd., M.Pd.

Keywords: creative thinking skills, problem based flipped classroom model, science learning achievement

This research aims to examine: (1) the differences in creative thinking ability and science learning achievement together between students learning with the problem-based flipped classroom model and direct instruction, (2) the differences in creative thinking ability between students learning with the problem-based flipped classroom model and direct instruction, and (3) the differences in science learning achievement between students learning with the problem-based flipped classroom model and direct instruction. The population of this study consists of all eighth-grade students at SMP Negeri 4 Bebandem in the odd semester of the 2023/2024 academic year, which is divided into 4 classes with a total population of 129 students. The sample for the study was determined using random sampling, resulting in class VIII B as the experimental class and class VIII C as the control class. Data were collected using tests of creative thinking ability and science learning achievement. Data were analyzed using one-way MANCOVA assisted by IBM SPSS 24.0 for Windows at a significance level of 0.05. The results of the study indicate that (1) there is a difference in creative thinking skills and science achievement collectively between students who learn with the problem-based flipped classroom model and direct instruction, (2) there is a difference in creative thinking skills between students who learn with the problem-based flipped classroom model and direct instruction, and (3) there is a difference in science achievement between students who learn with the problem-based flipped classroom model and direct instruction.