

ABSTRAK

Bagiani, Ni Luh Putu. 2026. Pengaruh Model *Problem Based Flipped Learning* terhadap Motivasi dan Kemampuan Berpikir Kritis Peserta Didik pada Mata Pelajaran IPA SMP Tahun Pelajaran 2025/2026. Singaraja: Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata Kunci: berpikir kritis, motivasi belajar, Problem Based Flipped Learning

Perkembangan era digital menyebabkan transformasi pendidikan dalam penguasaan keterampilan abad 21. Namun, motivasi belajar dan kemampuan berpikir kritis peserta didik masih rendah yang dipengaruhi beberapa faktor seperti kecenderungan penerapan model pembelajaran konvensional yang berpusat pada guru dan kurangnya pemanfaatan teknologi dalam pembelajaran. Penelitian ini bertujuan untuk mengetahui pengaruh model *Problem Based Flipped Learning* (PBFL) terhadap motivasi belajar dan kemampuan berpikir kritis IPA peserta didik. Dalam mencapai tujuan ini, dilakukan penelitian kuasi eksperimen dengan menggunakan desain *Pretest-Posttest Nonequivalent Control Group Design*. Sampel dipilih dengan teknik *group random sampling* sebanyak 80 orang dari populasi sebanyak 404 orang peserta didik kelas VII di SMP Santo Yoseph Denpasar. Kelas VII-I sebagai kelas eksperimen yang belajar dengan model PBFL dan kelas VII-J sebagai kelas kontrol yang belajar secara konvensional. Data penelitian dikumpulkan melalui angket motivasi belajar dan tes kemampuan berpikir kritis berbentuk esay yang sebelumnya diuji coba untuk selanjutnya data dianalisis menggunakan statistik *multivariate analysis of covariance* (MANCOVA). Hasil penelitian menunjukkan bahwa terdapat perbedaan signifikan antara model PBFL dan model konvensional. Model PBFL memberikan pengaruh besar secara simultan terhadap motivasi belajar dan kemampuan berpikir kritis ($p = 0,001$; $\eta^2 = 0,355$), serta secara parsial meningkatkan motivasi belajar ($p = 0,001$; $\eta^2 = 0,349$) dan kemampuan berpikir kritis ($p = 0,001$; $\eta^2 = 0,145$). Dengan demikian model PBFL efektif meningkatkan motivasi belajar dan kemampuan berpikir kritis IPA SMP.

ABSTRACT

Bagiani, Ni Luh Putu. 2026. The Effect of the Problem Based Flipped Learning Model on Students' Motivation and Critical Thinking Skills in Junior High School Science Learning in the 2025/2026 Academic Year. Singaraja: Postgraduate Program, Ganesha University of Education.

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Keywords: critical thinking, learning motivation, Problem-Based Flipped Learning

The development of the digital era has led to transformations in education, particularly in mastering 21st-century skills. However, students' learning motivation and critical thinking skills remain low, influenced by several factors such as the tendency to implement conventional teacher-centered learning models and the limited use of technology in the learning process. This study aims to determine the effect of Problem-Based Flipped Learning (PBFL) model on students' learning motivation and critical thinking skills in science. To achieve this objective, a quasi-experimental research design was employed using a non-equivalent control group pretest-posttest design. The sample consisted of 80 students selected through group random sampling from a population of 404 seventh-grade students at Santo Yoseph Junior High School in Denpasar. Class VII-I served as the experimental group, which was taught using the PBFL model, while class VII-J served as the control group, which was taught using conventional model. Data were collected through learning motivation questionnaires and essay-based critical thinking skills tests, both of which were previously validated. The data were analyzed using Multivariate Analysis of Covariance (MANCOVA). The results of the study indicate a significant difference between the PBFL model and the conventional model. The PBFL model demonstrates a substantial simultaneous effect on students' learning motivation and critical thinking skills ($p = 0,001$; $\eta^2 = 0,355$). In addition, it partially enhances learning motivation ($p = 0,001$; $\eta^2 = 0,349$) and critical thinking skills ($p = 0,001$; $\eta^2 = 0,145$). Therefore, the PBFL model is effective in improving students' learning motivation and critical thinking skills in junior high school science.