

ABSTRAK

Hadi, Mohamad Irsan (2026), Pengaruh Model *Problem-Based Flipped Learning* Terhadap Keterampilan Berpikir Kritis dan Kreatif Siswa, Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: *Problem-Based Flipped Learning* , Berpikir Kritis, Berpikir Kreatif, Pendidikan Agama Islam.

Penelitian ini bertujuan untuk mengetahui: (1) pengaruh simultan model *Problem-Based Flipped Learning* (PBFL) terhadap keterampilan berpikir kritis dan kreatif siswa dibandingkan dengan model Direct Instruction pada mata pelajaran Pendidikan Agama Islam, (2) pengaruh model PBFL terhadap keterampilan berpikir kritis siswa, dan (3) pengaruh model PBFL terhadap keterampilan berpikir kreatif siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis quasi experiment dan desain pretest-posttest non-equivalent control group design. Penelitian dilaksanakan di SMP IT Al Hasaniyah NW Jenggik, pada tahun ajaran 2025/2026. Populasi penelitian berjumlah 84 siswa kelas VIII, sedangkan sampel penelitian sebanyak 64 siswa yang dipilih menggunakan teknik group random sampling, terdiri atas kelas VIII C sebagai kelas eksperimen dan kelas VIII B sebagai kelas kontrol. Sumber data penelitian diperoleh dari hasil tes keterampilan berpikir kritis dan kreatif siswa. Teknik pengumpulan data menggunakan metode tes. Instrumen penelitian berupa tes keterampilan berpikir kritis dan kreatif yang telah melalui uji validitas dan uji reliabilitas sehingga dinyatakan layak digunakan dalam penelitian. Teknik analisis data menggunakan Multivariate Analysis of Covariance (MANCOVA) dengan mengontrol kemampuan awal siswa sebagai variabel kovariat. Hasil penelitian menunjukkan bahwa model *Problem-Based Flipped Learning* berpengaruh signifikan secara simultan terhadap keterampilan berpikir kritis dan kreatif siswa dengan nilai signifikansi 0,000 ($<0,05$) dan kontribusi pengaruh sebesar 70,7%. Secara parsial, model PBFL juga berpengaruh signifikan terhadap keterampilan berpikir kritis dengan kontribusi pengaruh sebesar 90,9%, serta berpengaruh signifikan terhadap keterampilan berpikir kreatif dengan kontribusi pengaruh sebesar 75,6%. Temuan ini menunjukkan bahwa model PBFL efektif digunakan untuk meningkatkan keterampilan berpikir tingkat tinggi siswa pada pembelajaran PAI. Oleh karena itu, guru disarankan menerapkan model PBFL sebagai alternatif pembelajaran inovatif, sedangkan peneliti selanjutnya disarankan mengembangkan penelitian pada jenjang, mata pelajaran, atau variabel lain yang relevan.

ABSTRACT

Hadi, Mohamad Irsan (2026), The Effect of the *Problem-Based Flipped Learning* Model on Students' Critical and Creative Thinking Skills, Educational Technology, Postgraduate Program, Universitas Pendidikan Ganesha.

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

Keywords: *Problem-Based Flipped Learning* , Critical Thinking, Creative Thinking, Islamic Religious Education.

This study aimed to determine: (1) the simultaneous effect of the *Problem-Based Flipped Learning* (PBFL) model on students' critical and creative thinking skills compared to the Direct Instruction model in Islamic Religious Education subjects, (2) the effect of the PBFL model on students' critical thinking skills, and (3) the effect of the PBFL model on students' creative thinking skills. This study employed a quantitative approach with a quasi-experimental method using a pretest-posttest non-equivalent control group design. The research was conducted at SMP IT Al Hasaniyah NW Jenggik during the 2025/2026 academic year. The research population consisted of 84 eighth-grade students, while the sample comprised 64 students selected using the group random sampling technique, consisting of Class VIII C as the experimental group and Class VIII B as the control group. The research data were obtained from tests measuring students' critical and creative thinking skills. Data collection was carried out using the test method. The research instruments consisted of critical and creative thinking skill tests that had undergone validity and reliability testing and were declared appropriate for use in the study. Data analysis was conducted using Multivariate Analysis of Covariance (MANCOVA) by controlling students' initial abilities as a covariate variable. The results showed that the *Problem-Based Flipped Learning* model had a significant simultaneous effect on students' critical and creative thinking skills, with a significance value of 0.000 (<0.05) and an effect contribution of 70.7%. Partially, the PBFL model also had a significant effect on critical thinking skills with an effect contribution of 90.9%, and a significant effect on creative thinking skills with an effect contribution of 75.6%. These findings indicate that the PBFL model is effective in improving students' higher-order thinking skills in Islamic Religious Education learning. Therefore, teachers are recommended to implement the PBFL model as an innovative learning alternative, while future researchers are encouraged to develop similar studies at different educational levels, subjects, or other relevant variables.