

ABSTRAK

Indahyani, Luh Ririn. 2026. Pengaruh Model Pembelajaran *Guided Inquiry Flipped Classroom* Berbantuan Media Wordwall Terhadap Keterampilan Berpikir Kritis dan Motivasi Belajar IPA Peserta didik Kelas VIII SMP. Singaraja: Program Studi S2 Pendidikan IPA, Program Pascasarjana, Universitas Pendidikan Ganesha. Pembimbing I: Dr. Putu Artawan, S.Pd., M.Si., dan Pembimbing II: Prof. Dr. I Nyoman Suardana, M. Si.

Rendahnya keterampilan berpikir kritis dan motivasi belajar IPA peserta didik serta belum adanya kajian empiris yang secara spesifik menguji efektifitas model pembelajaran *Guided Inquiry Flipped Classroom* berbantuan media Wordwall (GIFCW) dibandingkan model *Direct Instruction Flipped Classroom* (DIFC) menjadi dasar dilakukannya penelitian ini. Penelitian ini bertujuan untuk menganalisis (1) perbedaan keterampilan berpikir kritis dan motivasi belajar IPA secara simultan antara peserta didik yang mengikuti model pembelajaran GIFCW dan peserta didik yang mengikuti model pembelajaran DIFC; (2) perbedaan keterampilan berpikir kritis antara peserta didik yang mengikuti pembelajaran menggunakan model GIFCW dan peserta didik yang mengikuti pembelajaran menggunakan model DIFC; serta (3) perbedaan motivasi belajar IPA antara peserta didik yang mengikuti pembelajaran menggunakan model GIFCW dan peserta didik yang mengikuti pembelajaran menggunakan model DIFC. Penelitian ini merupakan penelitian eksperimen semu (*quasi experiment*) dengan rancangan *pretest-posttest nonequivalent control group design*. Penelitian dilaksanakan di SMP Negeri 1 Banjar pada semester ganjil tahun Pelajaran 2025/2026. Populasi penelitian adalah seluruh peserta didik kelas VIII yang terdiri atas 11 kelas (kelompok belajar) dengan jumlah 406 peserta didik. Sampel penelitian ditentukan menggunakan teknik *group random sampling* sehingga diperoleh dua kelas sebagai kelompok eksperimen dan kelompok kontrol. Data penelitian dikumpulkan melalui tes keterampilan berpikir kritis dan angket motivasi belajar IPA. Instrumen penelitian telah memenuhi validitas isi berdasarkan penilaian ahli serta memenuhi kriteria reliabilitas. Data dianalisis menggunakan *Multivariate analysis of variance* (MANOVA) berbantuan program *IBM SPSS Statistics 22 for Windows* pada taraf signifikansi 5% setelah memenuhi uji prasyarat. Hasil penelitian menunjukkan bahwa: (1) terdapat perbedaan keterampilan berpikir kritis dan motivasi belajar IPA secara simultan antara peserta didik yang mengikuti pembelajaran menggunakan model GIFCW dan peserta didik yang mengikuti pembelajaran menggunakan model DIFC dengan nilai $p < 0,05$ dan nilai *effect size* (*partial Eta Squard*) sebesar 0,272 yang menunjukkan pengaruh sangat besar; (2) terdapat perbedaan keterampilan berpikir kritis antara kedua kelompok dengan nilai $p < 0,05$ dan *effect size* sebesar 0,192 yang menunjukkan pengaruh sangat besar; dan (3) terdapat perbedaan motivasi belajar IPA antara kedua kelompok dengan nilai $p < 0,05$ dan *effect size* sebesar 0,120 yang menunjukkan pengaruh besar. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa model GIFCW memiliki tingkat efektivitas yang lebih tinggi dalam meningkatkan keterampilan berpikir kritis serta motivasi belajar IPA dibandingkan model DIFC.

Kata Kunci: *flipped classroom*, *guided inquiry*, keterampilan berpikir kritis, motivasi belajar IPA, Wordwall.

ABSTRACT

Indahyani, Luh Ririn. 2026. *The Effect of the Guided Inquiry Flipped Classroom Learning Model Assisted by Wordwall Media on Junior High School Eighth-Grade Students' Critical Thinking Skills and Science Learning Motivation*. Singaraja: Master's Program in Science Education, Postgraduate Program, Universitas Pendidikan Ganesha.

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The low level of students' critical thinking skills and science learning motivation, as well as the absence of empirical studies specifically examining the effectiveness of the Guided Inquiry Flipped Classroom model assisted by Wordwall media (GIFCW) compared to the Direct Instruction Flipped Classroom model (DIFC), served as the basis for conducting this study. This study aimed to analyze: (1) the simultaneous differences in critical thinking skills and science learning motivation between students who participated in learning using the GIFCW model and those who participated in learning using the DIFC model; (2) the differences in critical thinking skills between students who participated in learning using the GIFCW model and those who participated in learning using the DIFC model; and (3) the differences in science learning motivation between students who participated in learning using the GIFCW model and those who participated in learning using the DIFC model. This study employed a quasi-experimental research design using a pretest-posttest nonequivalent control group design. The study was conducted at SMP Negeri 1 Banjar during the first semester of the 2025/2026 academic year. The population of this study consisted of all eighth-grade students, comprising 11 classes (learning groups) with a total of 406 students. The research sample was determined using the group random sampling technique, resulting in two classes assigned as the experimental group and the control group. The research data were collected through a critical thinking skills test and a science learning motivation questionnaire. The research instruments had fulfilled content validity based on expert judgment and met the reliability criteria. The data were analyzed using Multivariate Analysis of Variance (MANOVA) assisted by IBM SPSS Statistics at a significance level of 5% after meeting the prerequisite assumption tests. The results of the study revealed that: (1) there were simultaneous differences in critical thinking skills and science learning motivation between students who participated in learning using the GIFCW model and those who participated in learning using the DIFC model, with $p < 0,05$ and an effect size (partial eta squared) of 0,272, indicating a very large effect; (2) there were differences in critical thinking skills between the two groups, with $p < 0,05$ and an effect size of 0,192, indicating a very large effect; and (3) there were differences in science learning motivation between the two groups, with $p < 0,05$ and an effect size of 0,120, indicating a large effect. Based on these findings, it can be concluded that the GIFCW learning model is more effective in improving students' critical thinking skills and science learning motivation compared to the DIFC model.

Keywords: flipped classroom, guided inquiry, critical thinking skills, science learning motivation, Wordwall.