

ABSTRAK

Dwipayana, Dewa Mas (2026), *Pengaruh Model Flipped Classroom Terhadap Kemampuan Berpikir Kritis Ditinjau Dari Efikasi Diri Dengan Mengendalikan Kemampuan Literasi Dan Numerasi Awal Siswa Di SMA Negeri 1 Ubud*

Kata kunci: *Flipped Mastery Classroom, Standard Flipped Classroom, kemampuan berpikir kritis, efikasi diri, literasi dan numerasi, Informatika.*

Penelitian ini bertujuan menganalisis pengaruh model pembelajaran Flipped Classroom terhadap kemampuan berpikir kritis siswa ditinjau dari efikasi diri dengan mengontrol kemampuan literasi dan numerasi pada mata pelajaran Informatika di SMAN 1 Ubud. Penelitian menguji perbedaan kemampuan berpikir kritis antara siswa yang belajar menggunakan *Flipped Mastery Classroom*, *Standard Flipped Classroom*, dan pembelajaran konvensional, pengaruh efikasi diri, serta interaksi model pembelajaran dan efikasi diri terhadap kemampuan berpikir kritis.

Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen semu (quasi experiment) dan rancangan faktorial. Populasi penelitian adalah seluruh siswa kelas X SMAN 1 Ubud Tahun Pelajaran 2024/2025, sedangkan sampel ditentukan melalui teknik cluster random sampling. Data kemampuan berpikir kritis diperoleh melalui tes, data efikasi diri dikumpulkan menggunakan angket, sedangkan kemampuan literasi dan numerasi digunakan sebagai kovariat. Analisis data menggunakan ANCOVA, ANOVA dua jalur, dan uji lanjut pairwise comparison.

Hasil penelitian menunjukkan bahwa: (1) model pembelajaran berpengaruh signifikan terhadap kemampuan berpikir kritis sebelum maupun sesudah kemampuan literasi dan numerasi dikontrol; (2) efikasi diri berpengaruh signifikan terhadap kemampuan berpikir kritis; (3) terdapat interaksi signifikan antara model pembelajaran dan efikasi diri; (4) *Flipped Mastery Classroom* menghasilkan kemampuan berpikir kritis lebih tinggi dibandingkan *Standard Flipped Classroom* dan pembelajaran konvensional pada siswa dengan efikasi diri tinggi maupun rendah; serta (5) siswa dengan efikasi diri tinggi secara konsisten memiliki kemampuan berpikir kritis lebih baik. Disimpulkan bahwa *Flipped Mastery Classroom* merupakan model pembelajaran paling efektif untuk meningkatkan kemampuan berpikir kritis siswa, terutama apabila didukung efikasi diri yang tinggi.

ABSTRACT

Dwipayana, Dewa Mas (2026). *The Effect of the Flipped Classroom Model on Critical Thinking Skills in Terms of Self-Efficacy by Controlling for Students Initial Literacy and Numeracy Abilities at SMA Negeri 1 Ubud.*

Keywords: *Flipped Mastery Classroom, Standard Flipped Classroom*, critical thinking skills, self-efficacy, literacy and numeracy, Informatics.

This study aims to analyze the effect of the Flipped Classroom learning model on students' critical thinking skills in terms of self-efficacy, while controlling for initial literacy and numeracy abilities in the Informatics subject at SMA Negeri 1 Ubud. The research examined differences in critical thinking skills among students taught using the *Flipped Mastery Classroom*, the *Standard Flipped Classroom*, and conventional instruction, the effect of self-efficacy, and the interaction between learning models and self-efficacy on critical thinking skills.

This study employed a quantitative approach using a quasi-experimental method with a factorial design. The population comprised all tenth-grade students at SMA Negeri 1 Ubud for the 2024/2025 academic year, while the sample was determined using cluster random sampling techniques. Data on critical thinking skills were collected through tests, self-efficacy data were gathered using questionnaires, and initial literacy and numeracy abilities were used as covariates. Data were analyzed using ANCOVA, two-way ANOVA, and post-hoc pairwise comparison tests.

The results of the study indicate that: (1) the learning model has a significant effect on critical thinking skills both before and after controlling for literacy and numeracy abilities; (2) self-efficacy has a significant effect on critical thinking skills; (3) there is a significant interaction between the learning model and self-efficacy; (4) the *Flipped Mastery Classroom* produced higher critical thinking skills compared to the *Standard Flipped Classroom* and conventional instruction for students with both high and low self-efficacy; and (5) students with high self-efficacy consistently demonstrated better critical thinking skills. It is concluded that the Flipped Mastery Classroom is the most effective learning model for enhancing students' critical thinking skills, particularly when supported by high self-efficacy.