

**PENERAPAN MODEL PROBLEM BASED FLIPPED CLASSROOM UNTUK  
MENINGKATKAN KETERAMPILAN BERPIKIR KRITIS DAN PRESTASI  
BELAJAR SISWA KELAS XI MIA 4 DI SMA NEGERI 1 SUKAWATI  
TAHUN PELAJARAN 2019/2020**

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**ABSTRAK**

Tujuan penelitian ini adalah: (1) meningkatkan keterampilan berpikir kritis siswa, (2) prestasi belajar siswa, dan (3) mendeskripsikan tanggapan siswa terhadap implementasi model *Problem Based Flipped Classroom* (PBFC) dalam pembelajaran fisika. Penelitian ini adalah penelitian tindakan kelas yang dilaksanakan dalam dua siklus. Subjek penelitian ini adalah siswa kelas XI MIA 4 SMA Negeri 1 Sukawati. Subjek penelitian berjumlah 36 orang siswa. Instrumen penelitian ini adalah (1) tes keterampilan berpikir kritis, (2) tes prestasi belajar, dan (3) angket tanggapan siswa. Data hasil penelitian dianalisis secara deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa: (1) penerapan model PBFC dapat meningkatkan keterampilan berpikir kritis siswa dengan rata-rata nilai 77,12 dengan  $SD = 7,06$  (ketuntasan klasikal 88,89%) pada siklus I menjadi 81,16 dengan  $SD = 5,37$  (ketuntasan klasikal 97,22%) pada siklus II, (2) prestasi belajar siswa dengan rata-rata nilai 68,55 dengan  $SD = 5,50$  (ketuntasan klasikal 77,78%) pada siklus I menjadi 72,83 dengan  $SD = 4,23$  (ketuntasan klasikal 94,44%) pada siklus II, dan (3) tanggapan siswa terhadap penerapan model PBFC dalam pembelajaran fisika memiliki rata-rata skor 103,11 dengan  $SD = 14,38$  dalam kategori positif. Simpulan dari penelitian ini adalah model *problem based flipped classroom* dapat meningkatkan keterampilan berpikir kritis dan prestasi belajar siswa kelas XI MIA 4 SMA Negeri 1 Sukawati.

**Kata kunci:** PBFC, berpikir kritis, prestasi belajar

**APPLICATION OF THE PROBLEM BASED FLIPPED CLASSROOM  
MODEL TO IMPROVE CRITICAL THINKING SKILLS AND LEARNING  
ACHIEVEMENT OF CLASS XI MIA 4 STUDENTS IN SMA NEGERI 1  
SUKAWATI ACADEMIC YEAR 2019/2020**

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**ABSTRACT**

This research aimed at: (1) improving student's critical thinking, (2) student's learning achievement, and (3) describing student's response toward the implementation of Problem Based Flipped Classroom (PBFC) model. This research was a classroom-based action research conducted in two cycles. Each research cycle consisted of four stages: (1) plan, (2) act, (3) observe, and (4) reflect. The subject of this research was the students of XI MIA 4 SMA Negeri 1 Sukawati. Subjects were 36 students. Instruments of this research were: (1) critical thinking test, (2) learning achievement test, and (3) questionnaire of student's response. Research data were analyzed descriptively quantitative. The results show that: (1) implementation of PBFC increase the student's critical thinking skill with an average score of 77,12 and DS = 7,06 (88,89% classical completeness) in cycle I to 81,16 and DS = 5,37 (97,22% classical completeness) in cycle II, (2) student's learning outcomes with an average score of 68,55 and DS = 5,50 (77,78% classical completeness) in cycle I to 72,83 and DS = 4,23 (94,44% classical completeness) in cycle II, and (3) student's response toward the implementation of PBFC in physics learning is in a positive category with an average score of 103,11 and DS = 14,38. The conclusion of this research is problem based flipped classroom can improve student's critical thinking and learning outcomes.

**Keywords:** PBFC, critical thinking, learning outcomes

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