

**PENGARUH MODEL *PROBLEM BASED FLIPPED LEARNING*
DAN KEMANDIRIAN BELAJAR TERHADAP KETERAMPILAN
BERPIKIR KRITIS DAN KETERAMPILAN *GROUNDSTROKE*
FOREHAND DAN *BACKHAND DRIVE*
PADA TENIS**

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ABSTRAK

Rendahnya keterampilan berpikir kritis dan keterampilan *groundstroke* pada mata kuliah tenis lapangan disebabkan karena dosen lebih banyak menerapkan pembelajaran yang berpusat kepada dosen sehingga mahasiswa kurang diberikan kesempatan untuk mengaplikasikan pengetahuannya secara mendalam dengan memecahkan permasalahan dunia nyata. Oleh karena itu, diperlukan solusi dalam penentuan model pembelajaran yang cocok digunakan untuk mengatasi masalah tersebut. Tujuan penelitian ini adalah untuk menganalisis pengaruh model *problem based flipped learning* dan model *problem based learning*, kemandirian belajar tinggi dan kemandirian belajar rendah, serta interaksi antara model dengan kemandirian belajar terhadap pencapaian keterampilan berpikir kritis dan keterampilan *groundstroke* tenis.

Penelitian ini merupakan penelitian eksperimen semu dengan rancangan *pretest-posttest nonequivalent control group*. Populasi penelitian ini adalah 5 kelas mahasiswa semester 5 yang mengambil mata kuliah tenis lapangan Program Studi Penjaskesrek, Fakultas Olahraga dan Kesehatan sebanyak 181 orang. Empat kelas dipilih sebagai sampel dengan teknik *group random sampling*. Data kemandirian belajar dikumpulkan dengan kuesioner, data keterampilan berpikir kritis dengan tes esai, dan data keterampilan *groundstroke* tenis dikumpulkan dengan tes. Data dianalisis secara deskriptif dan *multivariate analysis of covariance* dengan taraf signifikansi 5%.

Kesimpulan penelitian ini adalah model *problem-based flipped learning* dan model *problem based learning* memberikan pengaruh yang berbeda secara signifikan terhadap pencapaian keterampilan berpikir kritis dan keterampilan *groundstroke* tenis. Artinya bahwa mahasiswa yang difasilitasi dengan model *problem-based flipped learning* lebih unggul daripada mahasiswa yang difasilitasi dengan model *problem-based learning* untuk pencapaian keterampilan berpikir kritis dan keterampilan *groundstroke* tenis. Kesimpulan kedua adalah kemandirian belajar tinggi dan kemandirian belajar rendah memberikan pengaruh yang berbeda secara signifikan terhadap pencapaian keterampilan berpikir kritis dan keterampilan *groundstroke* tenis. Artinya bahwa mahasiswa yang memiliki kemandirian belajar tinggi mencapai tingkat keterampilan berpikir kritis dan keterampilan *groundstroke* tenis yang lebih unggul dibandingkan dengan mahasiswa yang memiliki kemandirian belajar rendah. Kesimpulan terakhir adalah interaksi antara model pembelajaran (model *problem-based flipped learning* dan model *problem-based learning*) dengan kemandirian belajar (tinggi dan rendah) memberikan dampak yang berbeda secara signifikan terhadap pencapaian keterampilan berpikir kritis dan keterampilan *groundstroke* tenis. Artinya bahwa untuk pencapaian keterampilan berpikir kritis dan keterampilan *groundstroke* tenis, pengelompokan kemandirian belajar tinggi dan kemandirian belajar rendah memberi pengaruh yang bervariasi pada model pembelajaran (model *problem based flipped learning* dan model *problem based learning*) yang digunakan.

Kata kunci: kemandirian belajar, keterampilan berpikir kritis, keterampilan *groundstroke* tenis, *problem based flipped learning*, *problem based learning*

**THE EFFECT OF PROBLEM BASED FLIPPED LEARNING MODEL AND
LEARNING INDEPENDENCE ON CRITICAL THINKING SKILLS
GROUND STROKE DRIVE SKILLS FOREHAND
AND BACKHAND DRIVE IN TENNIS**

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ABSTRACT

Low critical thinking skills and groundstroke skills in tennis courses are caused by lecturers who apply more lecturer-centered learning so that students are not given the opportunity to apply their knowledge in depth by solving real-world problems. Therefore, a solution is needed in determining the appropriate learning model to overcome this problem. The purpose of this study was to analyze the effect of the problem-based flipped learning model and the problem-based learning model, high learning independence and low learning independence, and the interaction between the model and learning independence on the achievement of critical thinking skills and tennis groundstroke skills.

This study is a quasi-experimental study with a nonequivalent control group pretest-posttest design. The population of this study was 5 classes of 5th semester students who took the tennis course in the Physical Education Study Program, Faculty of Sports and Health, totaling 181 people. Four classes were selected as samples using group random sampling techniques. Learning independence data were collected using questionnaires, critical thinking skills data using essay tests, and tennis groundstroke skills data were collected using tests. The data were analyzed descriptively and multivariate analysis of covariance with a significance level of 5%.

The conclusion of this study is that the problem based flipped learning model and the problem based learning model provide significantly different effects on the achievement of critical thinking skills and tennis groundstroke skills. This means that students who are facilitated with the problem based flipped learning model are superior to students who are facilitated with the problem based learning model for the achievement of critical thinking skills and tennis groundstroke skills. The second conclusion is that high learning independence and low learning independence provide significantly different effects on the achievement of critical thinking skills and tennis groundstroke skills. This means that students who have high learning independence achieve a higher level of critical thinking skills and tennis groundstroke skills compared to students who have low learning independence. The final conclusion is that the interaction between the learning model (problem based flipped learning model and problem based learning model) with learning independence (high and low) provides significantly different effects on the achievement of critical thinking skills and tennis groundstroke skills. This means that for the achievement of critical thinking skills and tennis groundstroke skills, the grouping of high learning independence and low learning independence has varying effects on the learning model (problem based flipped learning model and problem based learning model) used.

Keywords: *learning independence, critical thinking skills, tennis groundstroke skills, problem based flipped learning, problem based learning*