

PENGARUH PENERAPAN MODEL PEMBELAJARAN *FLIPPED CLASSROOM* BERBANTUAN *GOOGLE CLASSROOM* TERHADAP KEMAMPUAN BERPIKIR KRITIS PESERTA DIDIK DI SMP NEGERI 4 SINGARAJA

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ABSTRAK

Penelitian ini dilakukan saat masa pandemi Covid-19, sehingga seluruh aktivitas pembelajaran dilakukan secara daring. Tujuan dari penelitian ini untuk mengetahui pengaruh model pembelajaran *Flipped Classroom* berbantuan *Google Classroom* terhadap kemampuan berpikir kritis matematika peserta didik. Desain penelitian yang digunakan yaitu *Post Test Only Control Group Design*. Populasi penelitian terdiri dari siswa kelas VIII di SMP Negeri 4 Singaraja sebanyak 180 orang yang tersebar dalam 5 kelas. Sebanyak dua kelas diambil sebagai sampel penelitian dengan teknik Cluster Random Sampling, yakni kelas VIII B2 dengan peserta didik sebanyak 36 orang dan kelas VIII B3 dengan peserta didik sebanyak 36 orang. Selanjutnya kedua kelas ini diundi untuk menetapkan satu kelas sebagai kelompok eksperimen dan satu kelas lagi sebagai kelompok kontrol. Data skor kemampuan berpikir kritis peserta didik diperoleh melalui tes kemampuan berpikir kritis matematika. Hasil uji normalitas dan homogenitas varians menunjukkan bahwa skor kemampuan berpikir kritis peserta didik berdistribusi normal dan memiliki varians yang homogen. Hasil uji hipotesis menggunakan uji-t satu ekor dengan taraf signifikansi 5% diperoleh nilai $t_{hitung} = 2,494$ lebih dari $t_{tabel} = 1,671$. Hal ini menunjukkan bahwa kemampuan berpikir kritis matematika peserta didik yang mengikuti model pembelajaran *Flipped Classroom* berbantuan *Google Classroom* lebih baik daripada peserta didik yang mengikuti pembelajaran konvensional secara daring. Jadi dapat disimpulkan bahwa, model pembelajaran *Flipped Classroom* berbantuan *Google Classroom* berpengaruh positif terhadap kemampuan berpikir kritis matematika peserta didik kelas VIII SMP Negeri 4 Singaraja.

Kata Kunci: Berpikir Kritis Peserta Didik, *Flipped Classroom*, *Google Classroom*

***THE EFFECT OF THE APPLICATION OF FLIPPED CLASSROOM
LEARNING MODEL ASSISTED BY GOOGLE CLASSROOM ON THE
CRITICAL THINKING ABILITY OF STUDENTS IN
SMP NEGERI 4 SINGARAJA***

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Abstract

This research was conducted during the Covid-19 pandemic, so all learning activities were carried out online. The purpose of this study was to determine the effect of the Google Classroom-assisted Flipped Classroom learning model on students' mathematical critical thinking skills. The research design used is Post Test Only Control Group Design. The study population consisted of 180 grade VIII students at SMP Negeri 4 Singaraja, spread over 5 classes. A total of two classes were taken as research samples using the Cluster Random Sampling technique, namely class VIII B2 with 36 students and class VIII B3 with 36 students. Furthermore, these two classes were drawn to determine one class as the experimental group and another class as the control group. Data on students' critical thinking skills scores were obtained through a mathematical critical thinking ability test. The results of the normality and homogeneity of variance tests showed that the critical thinking ability scores of students were normally distributed and had homogeneous variances. The results of hypothesis testing using a one-tailed t-test with a significant level of 5% obtained the value of $t_{\text{count}} = 2.494$ more than $t_{\text{table}} = 1.671$. This shows that the mathematical critical thinking skills of students who follow the Flipped Classroom learning model assisted by Google Classroom are better than students who take conventional online learning. So it can be concluded that the Flipped Classroom learning model assisted by Google Classroom has a positive effect on the mathematical critical thinking skills of eighth grade students of SMP Negeri 4 Singaraja.

Keywords : *Student Critical Thinking, Flipped Classroom, Google Classroom*