

ABSTRAK

PENGEMBANGAN BAHAN AJAR SOSIOLOGI BERBASIS *ARTICULATE STORYLINE* UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KRITIS SISWA DENGAN MEMPERHATIKAN PENERAPAN *FLIPPED CLASSROOM*

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Penelitian ini bertujuan untuk mengembangkan bahan ajar Sosiologi berbasis *articulate storyline* dan menguji efektivitas penggunaannya dalam pembelajaran terhadap kemampuan berpikir kritis siswa. Peneliti mengembangkan bahan ajar menggunakan model Borg dan Gall sampai pada tahap enam. Uji efektivitas penggunaan bahan ajar menggunakan desain eksperimen semu model *non equivalent control group design*. Hasil penelitian menunjukkan bahwa bahan ajar Sosiologi pada materi konflik sosial dan upaya penyelesaiannya, sangat layak digunakan dalam pembelajaran dengan memperhatikan penerapan *flipped classroom*. Penggunaan bahan ajar hasil pengembangan secara keseluruhan cukup efektif untuk meningkatkan kemampuan berpikir kritis siswa kelas XI terbukti dengan perolehan hasil perhitungan gain ternormalisasi minimal 35,36%, maksimal 100%, dan rata-rata skor 60,30%. Akan tetapi, jika dilihat dari ketercapaian aspek berpikir kritis, tertinggi pada indikator memberikan penjelasan dasar (88,24%), indikator strategi dan taktik (76,47%), indikator menyimpulkan (70,59%), sedangkan indikator membangun keterampilan dasar dan membuat penjelasan lebih lanjut hanya sebesar 64,71%. Dilihat dari rata-rata ketercapaian berpikir kritis berdasarkan hasil pretest dan posttest, pada kelompok eksperimen yang menggunakan bahan ajar berbasis *articulate storyline* mencapai 59,00%, sedangkan pada kelompok kontrol hanya mencapai 21,59%.

Kata kunci: Kemampuan berpikir kritis, *articulate storyline*, *flipped classroom*.

ABSTRACT**THE DEVELOPMENT OF SOCIOLOGY TEACHING MATERIALS BASED ON ARTICULATE STORYLINE TO IMPROVE STUDENTS' CRITICAL THINKING SKILL WITH APPLYING OF FLIPPED CLASSROOM****By****YUNI SUDIASIH**

This study aims to develop Sociology teaching materials based on articulate storyline and test the effectiveness of their use in learning on students' critical thinking skills. Researchers developed teaching materials using the Borg and Gall models up to the sixth stage. The effectiveness test of the teaching materials used a quasi-experimental model and non-equivalent control group design. The results showed that Sociology teaching materials on social conflict and their efforts to solve them in the form of interactive multimedia learning based on articulate storylines, are very suitable to use in learning by focusing on the implementation of flipped classrooms. The use of the development product was quite effective to improve students' critical thinking skill of class XI that was proven by the results of the normalized gain calculation at a minimum of 35.36%, a maximum of 100%, and an average score of 60.30%. However, when viewed from the achievement of critical thinking aspects, the highest indicators provide basic explanations (88.24%), strategy and tactics indicators (76.47%), conclude indicators (70.59%), while indicators build basic skills and make further explanations only by 64.71%. From the average critical thinking achievement based on the results of the pretest and posttest, the experimental group using articulate storyline-based teaching materials reached 59.00%, while the control group using powerpoint teaching materials only reached 21.59%.

Keywords: Critical thinking skill, articulate storyline, flipped classroom.