

ABSTRAK

PENGARUH *PROBLEM BASED LEARNING* (PBL) MELALUI STRATEGI *FLIPPED CLASSROOM* TERHADAP KETERAMPILAN BERPIKIR KRITIS PESERTA DIDIK PADA MATERI PERUBAHAN IKLIM

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Penelitian ini bertujuan untuk mengetahui pengaruh penerapan *Problem Based Learning* melalui strategi *Flipped Classroom* terhadap keterampilan berpikir kritis dan tanggapan peserta didik. Jenis penelitian merupakan *quasy eksperimen* dengan desain *Pretest-Posttest nonequivalent control group*. Teknik pengambilan sampel menggunakan *purposive sampling* dengan jumlah sampel 32 peserta didik sebagai kelas eksperimen dan 31 peserta didik sebagai kelas kontrol. Data kuantitatif diperoleh dari hasil *Pretest* dan *Posttest* keterampilan berpikir kritis peserta didik pada materi pokok perubahan iklim. Data kualitatif berupa hasil angket tanggapan peserta didik. Berdasarkan hasil uji hipotesis menggunakan *Independent sample t-test* diperoleh nilai *sig. (2-tailed)* $0,000 < 0,005$ yang artinya H_0 ditolak, dapat disimpulkan bahwa penerapan model *Problem Based Learning* melalui strategi *Flipped Classroom* berpengaruh secara signifikan terhadap peningkatan keterampilan berpikir kritis. Peningkatan keterampilan berpikir kritis di kelas eksperimen memperoleh rata-rata *N-Gain* 0,63 yang masuk kategori sedang. Hasil angket tanggapan peserta didik memperoleh hasil yang menunjukkan hsemua peserta didik sangat setuju dan memberikan tanggapan positif bahwa penerapan *Problem Based Learning* melalui strategi *Flipped Classroom* dapat meningkatkan keterampilan berpikir kritis.

Kata Kunci : Berpikir Kritis, *Problem Based Learning*, Strategi *Flipped Classroom*

ABSTRACT

THE EFFECT OF PROBLEM BASED LEARNING (PBL) THROUGH THE FLIPED CLASSROOM STRATEGY ON THE CRITICAL THINKING SKILLS OF STUDENTS IN CLIMATE CHANGE MATERIAL

By

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This study aims to determine the effect of the application of Problem Based Learning through the Flipped Classroom strategy on critical thinking skills and student responses. The type of research is a quasy-experiment with a Pretest-Posttest nonequivalent control group design. The sampling technique used purposive sampling with a sample of 32 students as an experimental class and 31 students as a control class. Quantitative data were obtained from the results of the Pretest and Posttest of students' critical thinking skills on the subject of climate change. Qualitative data were in the form of student response questionnaire results. Based on the results of the hypothesis test using the Independent sample t-test, the sig. (2-tailed) value was obtained $0,000 < 0,005$, which means H_0 is rejected, it can be concluded that the application of the Problem Based Learning model through the Flipped Classroom strategy has a significant effect on improving critical thinking skills. The improvement of critical thinking skills in the experimental class obtained an average N-Gain of 0,63 which was in the medium category. The results of the student response questionnaire obtained results that showed all students strongly agreed and gave positive responses that the application of Problem Based Learning through the Flipped Classroom strategy can improve critical thinking skills.

Keywords: *Critical Thinking, Problem Based Learning, Flipped Classroom Strategy*