

ABSTRAK

PENGARUH STRATEGI *FLIPPED CLASSROOM* TERHADAP KEMAMPUAN BERPIKIR KRITIS DAN *SELF-REGULATED LEARNING* PESERTA DIDIK KELAS XI DI SMA NEGERI 1 SIDOMULYO

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Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan strategi pembelajaran *flipped classroom* terhadap kemampuan berpikir kritis dan *self-regulated learning* peserta didik kelas XI di SMA Negeri 1 Sidomulyo. Penelitian ini menggunakan *quasi eksperimen* dengan *pretest-posttest non equivalent control group design*. Sampel penelitian diambil menggunakan teknik *purposive sampling*, sehingga terpilih kelas XI.3 sebagai kelas eksperimen dan kelas XI.5 sebagai kelas kontrol. Data kemampuan berpikir kritis dikumpulkan menggunakan *pretest-posttest* dan dianalisis menggunakan uji *Mann Whitney-U*, sedangkan data *self-regulated learning* diambil menggunakan angket skala *likert* dan dianalisis secara deskriptif kualitatif. Hasil analisis data menunjukkan bahwa terdapat pengaruh yang signifikan dari penggunaan *flipped classroom* terhadap kemampuan berpikir kritis peserta didik yang dapat dilihat dari hasil uji *Mann Whitney-U sig.(2-tailed)* $0,00 < 0,05$ dengan rata-rata *n-gain* kelas eksperimen sebesar 0,43 termasuk kategori sedang, dan kelas kontrol dengan perolehan rata-rata *n-gain* sebesar 0,25 termasuk kategori rendah. Indikator *evaluation* menjadi indikator dengan nilai rata-rata *n-gain* paling tinggi diantara indikator kemampuan berpikir kritis yang lain. Dilakukan juga uji pengaruh (*effect size*) sebesar 1,38 dengan interpretasi efektivitas tinggi. Hasil pengukuran *self-regulated learning* kelas eksperimen juga mendapatkan skor rata-rata total sebesar 73,90 dengan kategori tinggi, sedangkan kelas kontrol sebesar 59,28 dengan kategori sedang. *Self-regulated learning* tertinggi pada kelas eksperimen terdapat pada aspek motivasi dengan indikator memandang kesulitan sebagai tantangan. Sehingga dapat disimpulkan bahwa penggunaan strategi *flipped classroom* berpengaruh secara signifikan terhadap kemampuan berpikir kritis dan *self-regulated learning* peserta didik.

Kata Kunci: *Flipped Classroom*, Kemampuan Berpikir Kritis, *Self-Regulated Learning*

ABSTRACT

THE EFFECT OF FLIPPED CLASSROOM STRATEGY ON CRITICAL THINKING ABILITY AND SELF-REGULATED LEARNING OF GRADE XI STUDENTS IN SMA NEGERI 1 SIDOMULYO

By

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This study aims to determine the effect of using the flipped classroom learning strategy on critical thinking skills and self-regulated learning of class XI students at SMA Negeri 1 Sidomulyo. This study uses a quasi-experimental study with a pretest-posttest non-equivalent control group design. The research sample was taken using a purposive sampling technique, so that class XI.3 was selected as the experimental class and class XI.5 as the control class. Critical thinking ability data were collected using a pretest-posttest and analyzed using the Mann Whitney-U test, while self-regulated learning data were taken using a Likert scale questionnaire and analyzed descriptively qualitatively. The results of the data analysis showed that there was a significant effect of the use of flipped classroom on students' critical thinking skills which can be seen from the results of the Mann Whitney-U sig. (2-tailed) test $0.00 < 0.05$ with an average n-gain of the experimental class of 0.43 included in the medium category, and the control class with an average n-gain of 0.25 included in the low category. The evaluation indicator is the indicator with the highest average n-gain value among other critical thinking ability indicators. An effect size test of 1.38 was also carried out with an interpretation of high effectiveness. The results of the self-regulated learning measurement of the experimental class also obtained a total average score of 73.90 with a high category, while the control class was 59.28 with a moderate category. The highest self-regulated learning in the experimental class was in the motivation aspect with the indicator of viewing difficulties as challenges. So it can be concluded that the use of the flipped classroom strategy has a significant effect on students' critical thinking skills and self-regulated learning.

Keywords: *Flipped Classroom, Critical Thinking Skills, Self-Regulated Learning*