

RINGKASAN

Penelitian ini merupakan penelitian eksperimen semu penerapan model pembelajaran *flipped classroom* dan inkuiri pada kelas X IPS SMA N 1 Purwokerto. Penelitian ini bertujuan untuk menganalisis: (1) perbedaan kemampuan berpikir kritis siswa yang menggunakan model *flipped classroom* dengan model inkuiri; (2) perbedaan efektivitas pembelajaran model *flipped classroom* dengan model inkuiri; (3) pengaruh model pembelajaran terhadap kemampuan berpikir kritis; (4) pengaruh model pembelajaran terhadap efektivitas pembelajaran.

Desain penelitian ini adalah *Matching Pretest-Posttest Comparison Group Design*. Perlakuan diberikan kepada 57 siswa kelas X IPS SMA N 1 Purwokerto. Teknik analisis data yang digunakan adalah analisis deskriptif, uji t, regresi, dan uji gain ternormalisasi.

Hasil penelitian menunjukkan: (1) Terdapat perbedaan kemampuan berpikir kritis antara siswa yang menggunakan model *flipped classroom* berbasis Edmodo dengan inkuiri. Kemampuan berpikir kritis siswa dengan model *flipped classroom* lebih tinggi daripada siswa yang menggunakan model inkuiri; (2) Tidak terdapat perbedaan efektivitas pembelajaran antara model model *flipped classroom* berbasis Edmodo dengan inkuiri. Lebih lanjut, model *flipped classroom* lebih efektif dibandingkan dengan model inkuiri dalam pembelajaran ekonomi; (3) Model pembelajaran berpengaruh positif terhadap kemampuan berpikir kritis; (4) Model pembelajaran berpengaruh positif terhadap efektivitas pembelajaran.

Kata kunci: Flipped Classroom, Edmodo, Inkuiri, Kemampuan Berpikir Kritis, Efektivitas Pembelajaran

SUMMARY

This research is a quasi-experimental study of the application of the flipped classroom and inquiry learning model on IPS 10th grade students of SMA Negeri 1 Purwokerto. This study aims to analyze: (1) differences in critical thinking skills of students who use flipped classroom model with inquiry models; (2) differences of learning effectiveness using flipped classroom model with inquiry model; (3) the effect of the learning model on critical thinking skills; (4) the effect of learning models on learning effectiveness.

Matching Pretest-Posttest Comparison Group Design was used in this study. Total of 57 grade 10 IPS students were selected purposively. Descriptive and inferensial statistic was used to analyze the data with t-test, regression test, and normalized gain test.

The results showed: (1) There is a differences critical thinking skills between students who use flipped classroom models with inquiry. Student;s who were instructed through flipped calssroom learning were achieved higher score than the ones which were insrtucted through the inquiry model; (2) There is no significant effectiveness learning differences between the flipped classroom and inquiry models. The flipped classroom is more effective compared to the inquiry model; (3) Learning models has a positive and significant effect on critical thinking skills; (4) Learning models has a possitive and significant effect on learning effectiveness.

Keywords: Flipped Classroom, Edmodo, Inquiry, Critical Thinking Skills, Learning Effectiveness