ABSTRAK

Sepriani Liliana. (2019). Desain Pembelajaran dengan Menggunakan Pendekatan *Flipped Classroom* dan Dampaknya Terhadap Keterampilan Berpikir Kritis Peserta Didik. Tesis. Program Studi Magister Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk: (1) Membuat desain pembelajaran mengunakan *flipped classroom.* (2) Mengetahui keterampilan berpikir kritis peserta didik setelah mengikuti pembelajaran dengan desain pembelajaran mengunakan *flipped classroom.* Penelitian ini merupakan penelitian desain berdasarkan langkah penelitian desain menurut *Gravemeijer and Cobb*. Subjek penelitian adalah 22 peserta didik kelas VII A SMP Kanisius Kalasan. Data dikumpulkan dengan menggunakan observasi pelaksanaan HLT, test dan wawancara.

Peneliti menghasilkan desain pembelajaran mengunakan *flipped classroom* pada topik aritmetika sosial. Desain pembelajaran telah diujicobakan pada satu kelas dengan empat pertemuan. Pendidik membuat kelas virtual dengan menggunakan *Instagram* dan mengisi kelas virtual tersebut dengan bahan ajar berupa video dan tugas. Sebelum proses pembelajaran di kelas, peserta didik menonton video yang telah diunggah lalu mengerjakan dan mengunggah tugas. Pada saat proses pembelajaran di kelas, pendidik mengkonfirmasi hasil belajar di rumah lalu memberikan masalah untuk didiskusikan peserta didik dalam kelompok. Pertemuan pertama peserta didik mempelajari teori dan teknik meghitung pembelian, penjualan, untung dan rugi serta mengerjakan tugas 1. Di kelas, peserta didik dalam kelompok mendiskusikan dan membahas masalah 1. Pertemuan kedua peserta didik mempelajari teori dan teknik meghitung persentase untung dan rugi, bruto, tara, dan neto serta mengerjakan tugas 2. Di kelas, peserta didik dalam kelompok mendiskusikan dan membahas masalah 2. Pertemuan ketiga peserta didik mempelajarai teori dan teknik meghitung diskon serta mengerjakan tugas 3. Di kelas, peserta didik dalam kelompok mendiskusikan dan membahas masalah 3. Pertemuan keempat selama satu jam pelajaran diguankan untuk melaksanakan tes tertulis yang dilanjutkan dengan refleksi setelah dilaksanakan pembelajaran menggunakan pendekatan *flipped classroom*. Hasil tes pada kelas uji coba yang diikuti 22 peserta didik menunjukkan bahwa: 11 peserta didik tidak memenuhi kedua kriteria indikator, 5 peserta didik memenuhi kriteria kedua indikator,1 peserta didik hanya memenuhi kriteria indikator *Critiquing* (mengkritisi), dan 5 peserta didik hanya memenuhi kriteria indikator C*hecking* (mengecek). Hasil tes kelas penelitian yang diikuti oleh 22 peserta didik menunjukkan bahwa: 10 peserta didik memenuhi kedua kriteria indikator. 2 peserta didik tidak memenuhi kedua kriteria indikator, 6 peserta didik hanya memenuhi kriteria indikator C*hecking* (mengecek) dan 4 peserta didik hanya memenuhi kriteria indikator *Critiquing* (mengkritisi).

Kata kunci: Desain pembelajaran, *flipped classroom*, *Instagram*, berpikir kritis.

ABSTRACT

Educational Design Using Flipped Classroom Approach and Its Impact on Critical Thinking Abilities of Students. Thesis. Master of Mathematics Education Study Program, Department of Mathematics and Natural Sciences Education, Teacher Training and Education Faculty, Sanata Dharma University, Yogyakarta.

The aims of this research were: 1) to make an educational design using flipped classroom, and 2) to examine students' critical thinking ability after participating in educational activity with flipped classroom approach design. This research is a design research based on research methods of Gravemeijer and Cobb. The subjects of the research are 22 seventh grade students of Kanisius junior high school of Kalasan's A class. Data were collected using HLT observation, test, and interview.

The researcher produced educational design with flipped classroom on the social arithmetical topic. The educational design had been previously tested on one class within 4 meetings. The educator established a virtual class using Instagram and filled the virtual class with materials in the form of videos and tasks. Before educational process in the class begins, the educator had students watch the video posted on Instagram and do the tasks and upload the answers. During the class, the educator confirmed the results of home lesson and gave students problem to discuss in a group setting. In the first meeting students learned about theory and technique in counting purchases, sales, profit and loss. Students also instructed to do task number 1. In the class, students discuss and solve problem number 1 within a group setting. In the second meeting, students learned about theory and technique in counting purchases, sales, profit, loss, net, gross and tare. Students also instructed to do task number 2. In the class, students discuss and solve problem number 2 within a group setting. In the third meeting, students learned about theory and technique in counting discounts. Students also instructed to do task number 3. In the class, students discuss and solve problem number 3 within a group setting. In the fourth meeting, for an hour students were instructed to do the test followed by having reflections about the educational process using flipped classroom approach. The test result on the test class participated by 22 students showed that: 11 students did not meet the expected result based on both indicator criteria, 5 students met the expected result based on both indicator criteria, 1 student only fulfilled first of two criteria (critiquing), and 5 students fulfilled only second of two criteria (checking). The test result participated by 22 students showed that: 10 students fulfilled both indicator criteria, 2 students did not fulfill both indicator criteria, 6 students only fulfilled checking indicator criteria and 4 students only fulfilled critiquing indicator criteria.

Keyword (s): *educational design, flipped classroom, Instagram, critical thinking*