

ABSTRAK

Dede Fanisa Nur Pauzatun Noviyanti (1212060022): Pengaruh Pembelajaran Ekosistem Melalui Pendekatan *Differentiation Learning* berbantu Flipbook Terhadap Keterampilan Berpikir Kritis Siswa SMP.

Pendidikan berperan penting dalam mencerdaskan bangsa dan meningkatkan kualitas sumber daya manusia. Di era abad ke-21, keterampilan berpikir kritis menjadi salah satu kompetensi utama yang harus dikembangkan dalam proses pembelajaran. Tujuan penelitian ini untuk menganalisis pengaruh pendekatan *differentiation learning* berbantu flipbook terhadap keterampilan berpikir kritis pada materi ekosistem. Metode dalam penelitian ini digunakan *quasi eksperiment* dengan jenis desain *non-equivalent control group* menerapkan dua kelas VII A dan VII B dengan subjek penelitian 60 peserta didik. Instrumen yang digunakan berupa soal uraian yang berjumlah 12 item. Hasil penelitian di kelas dengan menggunakan pendekatan *differentiation learning* menunjukkan bahwa keterlaksanaan aktivitas guru dan siswa sebesar 90% dengan kategori sangat baik dan respon siswa memperoleh rata-rata 81% dengan kategori sangat kuat. Data keterampilan berpikir kritis berupa nilai rata-rata *posttest* kelas eksperimen yaitu 79,23 dan nilai rata-rata kelas kontrol sebesar 73,33. Dapat disimpulkan pendekatan *differentiation learning* berbantu flipbook berpengaruh terhadap keterampilan berpikir kritis pada materi ekosistem dengan nilai Sig. (2-tailed) $0,001 < 0,05$ dan nilai *effect size* sebesar 0,57 dengan kategori sedang.

Kata Kunci: Pendekatan *diferentation Learning*, Keterampilan Berpikir Kritis, Ekosistem.



ABSTRACT

Dede Fanisa Nur Pauzatun Noviyanti (1212060022): *The Effect of Ecosystem Learning Through a Differentiated Learning Approach Assisted by Flipbooks on Junior High School Students' Critical Thinking Skills.*

Education plays a crucial role in educating the nation and improving the quality of human resources. In the 21st century, critical thinking skills are one of the key competencies that must be developed in the learning process. The purpose of this study was to analyze the effect of a differentiated learning approach assisted by flipbooks on critical thinking skills in ecosystems. This study used a quasi-experimental method with a non-equivalent control group design, involving two classes: VII A and VII B, with 60 students as subjects. The instrument used was a 12-item essay test. The results of the classroom study using the differentiated learning approach showed that the implementation of teacher and student activities was 90%, categorized as very good, and the average student response rate was 81%, categorized as very strong. The critical thinking skills data consisted of an average posttest score of 79.23 for the experimental class, and an average score of 73.33 for the control class. It can be concluded that the flipbook-assisted differentiation learning approach has an effect on critical thinking skills in ecosystems, with a Sig. (2-tailed) value of $0.001 < 0.05$ and an effect size of 0.57, categorized as moderate.

Keywords: Differentiation Learning Approach, Critical Thinking Skills, Ecosystem.

