

ABSTRAK

Aisha Nur Utami Darmawan, 1222060005, Tahun 2026. “Pengaruh Model Pembelajaran *Flipped Classroom* Berbantuan Edpuzzle terhadap Peningkatan Kemampuan Berpikir Analitis Siswa pada Materi Sistem Reproduksi.”

Kemampuan berpikir analitis perlu dikembangkan dalam pembelajaran Biologi, khususnya pada materi sistem reproduksi yang menuntut siswa menganalisis keterkaitan struktur, fungsi, proses biologis, dan regulasi hormon. Penelitian ini bertujuan untuk mendeskripsikan keterlaksanaan pembelajaran, kemampuan berpikir analitis, respons siswa, serta pengaruh model *Flipped Classroom* berbantuan Edpuzzle terhadap peningkatan kemampuan berpikir analitis siswa. Model tersebut memfasilitasi siswa mempelajari video interaktif sebelum pembelajaran, sehingga kegiatan kelas digunakan untuk diskusi dan analisis masalah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode kuasi eksperimen dan desain *Non-Equivalent Control Group Design*. Subjek penelitian adalah siswa kelas XI B1 sebagai kelas kontrol dan XI B2 sebagai kelas eksperimen di SMA Karya Budi Cileunyi, masing-masing berjumlah 34 siswa. Data dikumpulkan melalui observasi, tes pretest-posttest kemampuan berpikir analitis, dan angket respons siswa. Data dianalisis menggunakan N-Gain dan uji *Independent Samples t-test*. Hasil penelitian menunjukkan N-Gain kelas eksperimen sebesar 0,70 berkategori tinggi, lebih tinggi daripada kelas kontrol sebesar 0,54 berkategori sedang. Nilai Sig. (2-tailed) sebesar $0,000 < 0,05$. Keterlaksanaan pembelajaran sebesar 95% dan respons siswa sebesar 85,36%, keduanya berkategori sangat baik. Dengan demikian, model *Flipped Classroom* berbantuan Edpuzzle berpengaruh terhadap peningkatan kemampuan berpikir analitis siswa pada materi sistem reproduksi.

Kata kunci: Edpuzzle, *Flipped Classroom*, Kemampuan Berpikir Analitis, Sistem Reproduksi.

ABSTRACT

Aisha Nur Utami Darmawan, 1222060005, 2026. “The Effect of the Edpuzzle-Assisted Flipped Classroom Learning Model on the Improvement of Students’ Analytical Thinking Skills in the Human Reproductive System Topic.”

Analytical thinking skills needed to be developed in Biology learning, particularly in the human reproductive system topic, which required students to analyze the relationships among structures, functions, biological processes, and hormonal regulation. This study aimed to describe learning implementation, students’ analytical thinking skills, students’ responses, and the effect of the Edpuzzle-assisted Flipped Classroom learning model on the improvement of students’ analytical thinking skills. The model facilitated students’ learning through interactive videos prior to classroom instruction, allowing class time to be used for discussions and problem analysis. This study employed a quantitative approach using a quasi-experimental method with a Non-Equivalent Control Group Design. The research subjects were students of class XI B1 as the control group and class XI B2 as the experimental group at SMA Karya Budi Cileunyi, with 34 students in each group. Data were collected through observation, pretest-posttest analytical thinking skills tests, and a student response questionnaire. Data were analyzed using N-Gain and the Independent Samples t-test. The results showed that the experimental group obtained an N-Gain score of 0.70, categorized as high, which was higher than that of the control group at 0.54, categorized as moderate. The Sig. (2-tailed) value was $0.000 < 0.05$. Learning implementation obtained a percentage of 95%, while students’ responses reached 85.36%; both were categorized as very good. Therefore, the Edpuzzle-assisted Flipped Classroom learning model had an effect on improving students’ analytical thinking skills in the human reproductive system topic.

Keywords: Analytical Thinking Skills, Edpuzzle, Flipped Classroom, Human Reproductive System.