

## **Blended-Problem Solving Melalui Moodle untuk Meningkatkan Kemampuan Berpikir Kritis Siswa Kelas X-1 SMA N 3 Surakarta Tahun Pelajaran 2012/2013**

### **Blended-Problem Solving with Moodle for Increasing Critical Thinking Ability of Student in X-1 Class SMA N 3 Surakarta in Academic Year of 2012/2013**

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**Abstract:** This study is aimed to improvestudent's critical thinking abilityin Biology lesson of the X-1 class SMA N 3 Surakarta through the implementation of Blended-Problem Solving with moodle application. Blended-Problem Solving is a combination of learning model in the form of face-to-face and online methods (blended learning) with approach to problem solving (problem solving) based on information and communication technology (ICT). This research was a classroom action research that divided into several cycles, each cycle includes four stages: planning, action, observation, and reflection. The subject of this research was the students of X-1 class at SMA N 3 Surakarta in academic year of 2012/2013. The data was obtained through the test (essay test) and non-test (interviews and documentations). And be analyzed with descriptive analytical techniques then validated by triangulation techniques. The results showed that students critical thinking ability was increased in Pre-cycle, Cycle I, and Cycle II. Critical thinking consist of six aspects, are interpretation, analysis, evaluation, inference, explanation, and self-regulation. The improvement in interpretation aspect increased from 42,19% to 66,41%. Analysis aspect increased from 36,72% to 78,13%. Evaluation aspect increased from 33,59% to 78,91%. Inference aspect increased from 40,63% to 64,06%. Explanation aspect increased from 30,47% to 73,44%. Self-regulation aspect increased from 43,75% to 78,91%. The conclusion of this study explained that the implementation of Blended-Problem Solving with moodle could improve student's critical thinking ability ofthe X-1 class at SMA N 3 Surakarta in academic year of 2012/2013.

**Keywords:** Blended-Problem Solving, Moodle, Critical Thingking

**Penanya 1:**

Afifah Putri Sari  
(Universitas Sebelas Maret)

**Pertanyaan:**

Dari sintaks Blended Problem Solving, sintaks bagian mana yang meningkatkan kemampuan berpikir kritis?

**Jawaban:**

Bagian sintaks yang mengajarkan keterampilan berpikir kritis adalah bagian penyajian masalah ketika pembelajaran online dan pengerjaan lembar kerja siswa pada pembelajaran tatap muka di kelas.

**Penanya 2:**

Siti Lailatus Sa'adah  
(Universitas Nusantra PGRI Kediri)

**Pertanyaan:**

- a. Darimana acuan aspek-aspek kemampuan berpikir kritis?
- b. Apa saja aspek-aspeknya?
- c. Bagaimana rubric kemampuan berpikir kritis?

**Jawaban:**

- a. Aspek kemampuan berpikir kritis mengacu pada Facione (2013)
- b. Enam aspek : Menginterpretasi, menganalisis, mengevaluasi, menyimpulkan, menjelaskan, dan pengaturan diri.
- c. Setiap aspek kemampuan berpikir kritis memiliki rubric sendiri.

**Penanya 3:**

Yunisa Dela  
(Universitas Lambung Mangkurat)

**Pertanyaan:**

Apakah kekurangan dari model pembelajaran Blended Problem Solving?

**Jawaban:**

Kekurangan dari model pembelajaran Blended Problem Solving adalah kurangnya fasilitas atau wadah kegiatan diskusi. Akhirnya kekurangan tersebut ditutui dengan Moodle yang mana di dalam Moodle yang mengakomodasi Learning Management System (LMS) memberikan kesempatan berdiskusi. Jadi, kegiatan pembelajaran online dapat dimanage oleh guru.

