

**PENERAPAN MODEL *INQUIRY-PROJECT BASED LEARNING* DENGAN
STRATEGI *READING INFUSION* BERBANTUAN *GOOGLE*
CLASSROOM UNTUK MELATIHKAN KETERAMPILAN ABAD 21 DAN
PENGUASAAN KONSEP PESERTA DIDIK SMA PADA MATERI
GERAK HARMONIK SEDERHANA**



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**PROGRAM STUDI PENDIDIKAN FISIKA
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Program Studi Pendidikan Fisika

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ABSTRAK

Terkait menghadapi era globalisasi dimana kompetensi pekerjaan membutuhkan seseorang yang kritis, kreatif, mampu bekerja sama dan mampu berkomunikasi, maka pembelajaran tidak hanya mengarah pada pemberian pengetahuan tetapi melatih keterampilan menjadi penting. Keterampilan tersebut kita namakan sebagai keterampilan abad ke-21 (KA21). Penelitian quasi experiment dengan 100 sampel yang diambil secara random dari 288 populasi di salah satu SMA di Kabupaten Bandung Barat ini bertujuan untuk mendapatkan gambaran perkembangan KA21 melalui penerapan IPjBL dengan strategi *reading infusion* dan *Google Classroom*. Perkembangan KA21 diukur menggunakan rubrik yang diadopsi dan diadaptasi dari Boss dan dianalisis menggunakan standar yang dikembangkan oleh Lati. Hasil penelitian menunjukkan keterampilan berpikir kritis, komunikasi, kolaborasi, dan berpikir kreatif kelas eksperimen mengalami peningkatan. Akan tetapi peningkatan pada keterampilan berpikir kritis, komunikasi, dan kolaborasi lebih rendah dibandingkan dengan kelas kontrol. Kesimpulan dari penelitian ini, pembelajaran perlu dikembangkan dan optimalisasi penggunaan *Google Classroom* untuk mendapatkan cara-cara yang lebih bijak dalam melatih KA21.

Kata kunci: *Inquiry-Project Based Learning*, *reading infusion*, *Google Classroom*, keterampilan abad 21, gerak harmonik sederhana

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**APPLICATION OF THE INQUIRY-PROJECT BASED LEARNING
MODEL WITH THE GOOGLE CLASSROOM AID READING INFUSION
STRATEGY TO TRAIN 21ST CENTURY SKILLS AND MASTER OF
THE CONCEPT OF HIGH SCHOOL STUDENTS IN SIMPLE
HARMONIC MOTION MATERIALS**

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ABSTRACT

Related to face the era of globalization where job competency requires someone who is critical, creative, able to work together, and able to communicate, then learning not only leads to the provision of knowledge but training skills become important. We call these skills as 21st-century skills (KA21). This quasi-experimental study with 100 samples taken randomly from 288 populations in one of the high schools in West Bandung Regency aims to get an overview of the development of KA21 through the application of IPjBL with reading infusion and Google Classroom strategies. The development of KA21 is measured using a rubric that was adopted and adapted from Boss and analyzed using standards developed by Lati. The results showed critical thinking, communication, collaboration, and creative thinking skills of the experimental class had increased. However, improvements in critical thinking, communication, and collaboration skills are lower than in the control class. The conclusion of this research, learning needs to be developed and optimized the use of Google Classroom to get wiser ways to train KA21.

Keywords: Inquiry-Project Based Learning, reading infusion, Google Classroom, 21st century skills, simple harmonic motion

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