

Reformulation Of The Effect Of Hybrid Learning Class Management On Critical Thinking Learning

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ABSTRACT

The education system in Indonesia, which continues to experience development from a conventional system, has shifted to an all-digital system. Where in the past the teaching and learning process only took place in the classroom, but now the teaching and learning process is no longer bound by space and time. This is due to the situation of the COVID-19 pandemic, the teaching and learning process system switches to the Hybrid Learning system. Hybrid Learning is using learning that combines various approaches, namely face- to-face learning, computer-based learning, and online-based learning (internet and mobile). The ability to think critically or critically thinking is one of the most important abilities to be mastered by humans today. Learning should be directed to train students to be able to think critically about a problem. Learning that teaches memorization is better starting to be replaced by analyzing and providing logical solutions. This study aims to determine how the factors that affect Critical Thinking and Hybrid Learning, in PAK learning. Researchers are trying to get data related to student test results about Christian Religious Education. The results of data analysis show that there is a positive and significant influence on Hybrid Learning Class Management on the Critical Thinking of Students in Christian Religion & Morals Education Subject Class X SMA N 1 Plus Matauli Pandan in the 2021/2022 Academic Year. So, from the calculation results obtained $F_{count} = 34.38$ which means it is greater than $F_{table} = 3.97$, then based on the hypothesis testing $H_a = F_h (34.38 > 3.97)$. This shows that H_a is accepted and H_o is rejected, which means that there is a positive and significant influence between Hybrid Learning Class Management on Critical

Thinking of Students in Christian Religious Education Subject Class
X SMA N 1 Plus Matauli Pandan for the Academic Year 2021/2022.

Keywords: Hybrid learning, class management, critical thinking,
christian religion education

INTRODUCTION

The spread of technology and information today is unstoppable. This can make humans lose their competitiveness, especially if they do not have the ability to think critically in analyzing something they do. However, the current problem is the low quality of critical thinking in Indonesian society, especially for students. Teenagers who incidentally can be said to be closest to gadgets and the internet are vulnerable to having low critical thinking abilities so they can be affected by false information or hoaxes.

Critical thinking can't be separated from human activities, because thinking is a characteristic that distinguishes humans from other living things. Thinking is generally defined as a mental process that can produce knowledge. According to Susanto (2015) critical thinking is an activity through a way of thinking about idea or ideas related to the given concept or problem presented. Critical thinking can also be understood as an activity of analyzing idea or ideas in a more specific direction, distinguishing sharply, selecting, identifying, reviewing, and developing them in a more perfect direction. Critical thinking is related to the assumption that thinking is a potential that exists in humans that needs to be developed for optimal abilities. In principle, people who can think critically are people who do not just accept or reject something. They will examine, analyze, and evaluate the information before determining whether they accept or reject the information. If they do not have sufficient understanding, then students may postpone decisions about the information. In critical thinking students are required to use certain appropriate cognitive strategies to test the reliability of ideas, solve problems, and overcome problems and shortcomings. The development of optimal critical thinking skills requires an interactive class. For learning to be interactive, the learning design must be attractive so that students can be actively involved in the learning process.

The teacher acts as a mediator, facilitator, and motivator who helps students in learning and not teaching. Critical thinking skills need to be developed in students because through critical thinking skills, students can more easily understand concepts, be sensitive to problems that occur so that they can understand and solve problems, and are able to apply concepts in different situations. Education needs to develop students to have life skills, to have the ability to behave and behave adaptively in dealing with the challenges and demands of everyday life effectively. The

development of critical thinking skills in the learning process requires the expertise of the teacher. Expertise in choosing the right media is one of the factors that determine the success of developing students' critical thinking skills. The learning model that has been done conceptually can be developed to put more emphasis on increasing students' abilities in critical thinking that are in accordance with the level of development of their age. According to Sutisyana in Susanto (2015:127) states that students' critical thinking abilities can be grown through the process of observing, comparing, classifying, hypothesizing, collecting data, interpreting, concluding, solving problems, and making decisions.

An example of the low critical

thinking of Indonesian people is shown by the fact that Indonesian people are still easily consumed by news that is not necessarily true and then spread it. This can cause controversy. The Chief Editor of Trans Media, Titin Rosmasari said "One of the factors that makes it easy for Indonesian people to believe in hoaxes or fake news is the low literacy culture in Indonesia."

This is reinforced by data from UNESCO which states that the index of reading interest in Indonesia has only reached 0.001 or 1 in 1,000 Indonesians who have serious reading interests. In addition, the World Most Literate Nations also issued a statement that Indonesia is a country with very low interest in reading. In fact, the United Nations Educational and Cultural Organization sets a standard reading duration between 4-6 hours a day.

The low critical thinking of the Indonesian people also makes them less able to think from various points of view, easy to believe in any information obtained, easily give up in dealing with problems, do not know their own abilities, and find it difficult to communicate.

The critical thinking ability of children in Indonesia is relatively low, as reported by Kompas news, Minister of Education and Culture Nadiem Makarim said: "At a lower level of education, we easily find the phenomenon that our children lose the courage to have an opinion and raise their problems. The most obvious data is the low score of our children in solving problems that require high order thinking skills as required by PISA."

The results of the 2018 Program for International Student Assessment (PISA) survey, published in March 2019, photographed some of Indonesia's education problems. In the reading, science, and mathematics ability categories, Indonesia's score is relatively low because it is ranked 74th out of 79 countries. From the opinions and data above, we can conclude that the critical thinking ability of children in Indonesia is still relatively low.

Critical thinking is also very Biblical. In the Bible it is explained that the ability to make good decisions enables a person to follow the commandment to love God with all his mind (Matt. 22:37). While on earth, Jesus often asked other people questions to reflect on what they heard or did. By asking these questions, Jesus tried to help listeners to understand God's Word more deeply and

apply it in their lives. Romans 12:2 urges Christians not to "be conformed to this world, but to be changed by the renewal of the mind to discern what is God's will: what is good, pleasing to God and perfect." The first part of this verse presents the standard—a renewed mind to test things; while the second part describes critical thinking, namely thoroughness in testing and choosing what is good and pleasing to God and what is not.

Likewise, in learning Christian

Religious Education, it is necessary to develop Critical Thinking skills that involve students as thinkers of what is conveyed by Christian religious education teachers. As the achievement of the goals of Christian Religious Education is an internal encouragement for students to study the word of God and equip students to have knowledge of God's teachings and can be used as sticks and lamps in order to be able to achieve a learning goal that is in accordance with the teaching of Christian Religious Education. "Remember also that from childhood you have known the scriptures that can give you wisdom and according to you to salvation through faith in Christ Jesus. All writings which are inspired by God are indeed useful for teaching, for reproofing error, for correcting behavior and for educating people in the truth." (II Timothy 3:15-16).

Based on observations at school and the results of interviews with several teachers and students at SMA Negeri 1 Plus Matauli Pandan. Some students lack critical thinking, as can be seen from: 1) When a PAK teacher asks questions (indicators analyze arguments or points of view) about God's Guide to Family Life, most students are unable to identify assumptions 2) Lack of cooperation in gathering information about understanding material and Family functions in completing assignments in Christian religious subjects, 3) less motivated in finding and solving problems, 4) students are less able to draw conclusions from each material taught at each meeting. This has an influence on students' critical thinking in the learning process in the classroom currently, especially during the Covid-19 pandemic situation.

The Situation of the Covid-19

pandemic, where a teacher who used to be a student carrying out face-to-face learning switched to non-face-to-face (online) or with distance learning by utilizing technology such as laptops, tabs, and cellphones connected to an internet network connection for the delivery of information and learning materials.

Online learning requires students, teachers and even parents to use technology that must adapt to students' conditions, so the role of the teacher as a teacher must be able to manage the class even though it is not in a certain room and can see the way students think in achieving the success of the learning process. To expedite the learning process, the Government takes a policy with a situation called the New Normal, namely the limitation of community social activities and the implementation of the learning

process carried out online and offline. According to Ivanova et al, online learning means learning that is done online, using learning applications and social networks. Online learning is learning that is done online, using learning applications and social networks. Online learning is learning that is done without face to face, but through available platforms. All forms of subject matter, communication as well as online tests (evaluations). In the process of learning activities, teachers can do the same learning using social media groups such as WA, Google Meet, or Zoom as learning media. While offline learning is learning outside the network or in offline terms, meaning conventional learning that was often used by teachers before the Covid-19 pandemic but was carried out again in 2021 with certain changes such as shorter study hours and shortened materials.

In each learning process, teachers must be able to manage the classroom to create and maintain learning conditions at the same time even in different places. Nevertheless, the role of the teacher as an educator must carry out the task optimally and professionally to achieve the teaching objectives efficiently and allow students critical thinking to the material or overcome the problems encountered in the learning process.

Learning can be managed by classroom management, according to Mulyasa as quoted by Priansa (2016:233) that: Class management is a teacher's skill to create a conducive learning climate and control it if there is interference in learning. Meanwhile, according to the Education Management Writing Team (2008:107) Class management is a series of teacher activities to foster an effective classroom organization, which includes: learning objectives, time management, room and equipment arrangements, and student grouping in learning. According to Nurhalisah, (2010:194): Class management consists of two words, namely management and class. Management in a general sense is the administration, regulation, and arrangement of an activity. Class is a group of students who study together when the group undergoes a learning process at a formally formatted place and time. The class consists of several students who are receiving teaching from a teacher. There are two links that are inseparable in this meaning, namely students and teachers. According to Made Pidarta as quoted by Syaiful Bahri Djamarah, "Class management is the process of selecting and using appropriate tools for class problems and situations. This means that the teacher is tasked with creating, improving, and maintaining a class system/organization. So that students can utilize their abilities, talents, and energy on individual tasks. Meanwhile, according to Sudirman, which was followed by Syaiful Bahri Djamarah (2010:172), explained "Class management is an effort to utilize the potential of the class. Therefore, the class has a certain role and function in supporting the success of the educational interaction process."

Encouragement and stimulation of

students to learn, the classroom must be best managed by the teacher. Classroom management according to Darmadi, (2012:6) is a set of activities to develop the desired behavior of students, repeat or eliminate unwanted behavior, with interpersonal relationships and a positive socio-emotional climate and develop and facilitate effective class organization.

So that classroom management is activities carried out to create and maintain conducive learning conditions in order to carry out the teaching and learning process properly and effectively and can achieve the expected goals. As a class manager, the teacher should be able to manage the class well, because the class is a place where students and teachers gather in order to receive learning materials from the teacher.

Thus, classroom management is the provision of facilities for student learning activities that take place face-to-face or online. A conducive learning atmosphere allows children to learn and provides critical thinking opportunities to be able to complete tasks and problems encountered in the learning process itself which gives satisfaction in achieving learning goals, disciplined, comfortable, and full of enthusiasm.

The Hybrid Learning model as stated by Wahyudin (2015:79) is a combination of classroom learning models and online learning without eliminating face-to-face learning. Thus, this combination learning aims to combine the nature and model of internet-based learning and the nature of the face-to-face learning model or conventional model, which is to bring students to learn the newly taught material, as well as interact with other students and teachers in the classroom. According to O'Byrne and Pytash (2015:137), hybrid learning is a pedagogical approach that combines face-to-face instruction with online-based computer-mediated instruction. Kekang (2013) mentions blended learning is also known as hybrid learning. Hybrid learning is learning that combines traditional learning with e-learning. Hybrid Learning mixes formal and non-formal education programs, combining face-to-face learning activities (face to face classroom method) with online technology-based learning. (Wibawanto et al., 2021). Hybrid Learning Model is learning to provide learning model content in various media (including, but not limited to traditional, web-based, computer-based, and video tele training) to keep pace with today's learning needs (Brilian, 2015; J. Watson, 2008).

Hybrid learning models will of course only be applied if they are in accordance with the character of the school faced. The

implementation of the following hybrid learning model consists of 5 models that have been designed to be adapted to the conditions generally experienced by schools in Indonesia (Ariawan, 2020).

Model 1	Model 2	Model 3	Model 4	Model 5
Fully online curriculum with options for face-to-face instruction	Mostly or fully online curriculum with some time required in either the classroom or classroom lab	Mostly or fully online curriculum with students meeting daily in the classroom or computer lab	Classroom instruction with substantial required online components that extend beyond the classroom and/or the school day	Classroom instruction that includes online resources, with limited or no requirements for students to be online

Hybrid Learning Model -1, is a hybrid learning implementation that uses internet facilities in full every process of teaching and learning activities (KBM). With this model, teachers and learners are required to stand by in front of the technological devices used, since all KBM processes take place by relying on the internet network. However, implementation instruction can be done face-to-face without teachers and learners entering the classroom (Gokhale, 2002).

Hybrid Learning Model – 2 is a hybrid learning implementation that can use internet facilities in full or not. Because with this second model, students are given the option not to always use internet quota in KBM. So, in this model, KBM is still interspersed face-to-face while still paying attention to health aspects. The face-to-face is carried out in the form of student attendance to school to collect project assignments, papers, and tasks such as these (Joko, 2011; Krulik & Rudnick, 1999; Marpaung et al., 2016).

Hybrid Learning Model – 3, is a hybrid learning implementation that uses quite a lot of internet facilities during learning activities. Face-to-face learning is carried out when there are class discussion activities or practicum in class. The use of the internet in this model is the same as model 1 and model 2 where students and teachers are more actively accessing the internet.

Hybrid Learning Model – 4, is a fairly easy hybrid learning implementation. This model still uses internet facilities in learning activities, but there are still more face-to-face activities between students and teachers. The internet is used as a support during learning, for example during class discussion activities, teachers encourage students to search for discussion materials and then present them (Bonnie & Potts, 2003; Ennis, 1996; Fisher, 2009; Graham, 2005).

Hybrid Learning Model – 5, is the simplest hybrid learning implementation. This model does not require learners to always be connected to the internet during learning. Of course, this model is very easy for students in Indonesia who until now have not reached

enough internet facilities. The use of the internet is carried out only when they go to school, and access the internet through the facilities provided by the school (Ariawan, 2022).

The school must have five keys of blended learning/hybrid learning. Carman (2005) explained that there are five keys to implementing learning with blended learning, namely: 1) Live Event (Face-to-Face Learning). 2) Self-Paced Learning. 3) Collaboration. 4) Assessment. 5) Performance Support Materials. The five keys above have a significant relationship and influence in learning activities with blended

learning. With these five keys, learning designed with a blended learning/hybrid learning model is expected to be carried out in accordance with learning objectives so that it takes place effectively and efficiently.

Steps blended learning/hybrid learning in learning planning in fictitious speciation Professor Steve Semler (2005) suggested six stages in designing and organizing blended learning/hybrid learning so that the results are optimal. The six stages are as follows: 1) Determine the types and materials of teaching materials. 2) Establish the design of the blended learning used. 3) Establish an online learning format. 3) Conducting tests of the design made. 4) Organizing blended learning well. 5) Prepare standards for conducting evaluations (Slameto, 2015; Soler et al., 2017).

In the process of implementing the combination of face-to-face and online, teachers must be professional to prepare learning facilities/infrastructure that are able to attract students' learning attention and stimulate critical thinking so as to create an effective learning atmosphere that can achieve certain goals (Redhana, 2003). Overcoming this, the government is innovating in order to improve the quality of critical thinking of the community, one of which is through learning in schools. The government launched a curriculum that can improve the ability of critical thinking. In the 2013 curriculum through Permendikbud No. 22 of 2016 in chapter 2, it is explained if knowledge is obtained through the activity of "remembering, understanding, applying, analyzing, evaluating, creating" (Depdiknas, n.d.). Skills are obtained through the activity of "observing, questioning, trying, reasoning, testing, and creating" or it can be said that the government is updating the 2013 curriculum which contains a learning model that focuses on students to develop cognitive abilities and student activity and focuses on the learning process of knowledge construction itself. There are many learning models that can improve the quality of students' critical thinking, one of which is the hybrid learning model or blended learning. This hybrid learning or blended learning model is a learning that can provide opportunities for students to be more active in constructing their own knowledge through discovery learning so that the knowledge gained is a knowledge that is in accordance with their

point of view. This is in accordance with the content of Permendikbud No. 22 of 2016 in chapter 2 which "knowledge is obtained from remembering, understanding, applying, analyzing, evaluating, creating". Cognitive theory says that knowledge is focused on how the information is processed or it can be interpreted on how students interpret/understand information based on their point of view. This is in line with Jean Piaget's opinion which says that learning is an interaction between the individual and his environment by involving a thought/reasoning process. The hybrid learning model is in line with emancipatory learning where learning is actuated on the student's activeness to focus on the exploration of the life of a conscious being, focusing attention on the student as a subject and pointing out the importance of the student's involvement as a subject in his human experience. In the end, this learning leads students to understand themselves and their learning actions with reflective awareness so that hybrid learning can produce active learning. The reasons the hybrid learning model is suitable to be applied during the Covid-19 pandemic are: 1. Developing activities related to learning outcomes, namely focusing on student interaction, not just disseminating content and being able to offer more information available to learners, better and faster feedback in richer communication between lecturers/teachers and students/students. 2. Learners can access the material at anytime and anywhere. Next, they can continue according to their abilities. The application of hybrid learning which is also based on the 2013 curriculum which focuses on the activeness of students can improve the quality of critical thinking so that it is suitable to be applied during a pandemic which in fact is still implementing distance learning. In the application of hybrid learning, teachers must indeed organize a learning system in the classroom so that active learning is formed so that it can make students often practice and think in answering questions. A hybrid learning model that provides flexibility and accessibility for students to use the internet can be an opportunity for teachers to practice students' critical thinking skills. From the application of hybrid learning, students are more required to critical thinking, analyze and evaluate the information obtained. From the results of these activities, active learning will be formed that is able to stimulate the critical thinking ability of students (G. Watson & Glaser, 1980).

METHODOLOGY

This study uses a quantitative descriptive approach. Descriptive research is research that guides researchers to formulate, explore and collaborate thoroughly, broadly, and deeply (Priansa, 2016). Data analysis was carried out inductively based on the data obtained in the field (Margano, 2010; Sudjana, 2002). This research was conducted at SMA Negeri 1 Plus Matauli Pandan. In accordance with the research title "Critical Thinking Reformulation in Hybrid

Learning Classroom Management." the author also aims to make contributions for PAKteachers at SMA Negeri 1 Plus Matauli Pandan to improve students' critical thinking in a better direction. The population of this study were all students who were Protestant Christian class X SMA Negeri 1 Plus Matauli Pandan as many as 146 people. Based on the opinion of Arikunto (2010:174): "If the subject is less than 100 people, it is better to take all of them so that the research is a population study. If the number of subjects is larger, the research sample can be taken between 10%-15% and 20%-25% "or 50%." So that the sample that is considered representative in this study is used 50% of the total population. So, the sample taken is 50% of 146 people, so the sample is 75 people.

Processing data to determine the magnitude of the formulation by analyzing the respondent's answer data: 1) Pearson Product Moment correlation test, to determine the relationship between variable X and variable Y, as a requirement to test the research hypothesis.

2) Effect Determination Test. 3) calculation of Simple Regression Equation.

4) the regression coefficient is significant or not, then the t-value will be calculated (Sutikno, 2008). So that the hypothesis of the formulation of the influence of hybrid learning classroom management in the digital era by PAK teachers on students' critical thinking is accepted or not (Sugiyono, 2009).

RESULT AND DISCUSSION

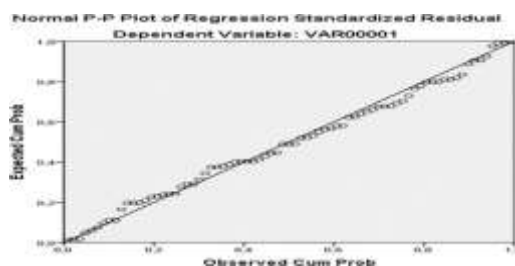
Based on the results of research conducted on class X SMA N 1 Plus Matauli Pandan, the discussion of the research results is as follows:

From the distribution of student answers about Hybrid Learning Class Management, it can be seen from the item that has the highest weight is number 1 with a score of 253 and an average value of

3.73. With online learning, many students find new knowledge that has not been obtained from classroom learning. While the lowest value of the other items is number 19 with a score of 190 and an average value of 2.53 which is 19, namely the teacher completing the tasks of each subject and making students feel satisfied with the achieved result.

From the distribution of students' answers about students' critical thinking, it can be seen from the item that has the highest weight value of the 25 items about Student's Critical Thinking is number 24 with a score of 294 and an average value of 3.92, i.e., students always give opinions according to their daily life experiences. - day so that friends can easily understand the arguments presented. While the lowest weight value of the other items is number 13 with a score of 160 and an average value of 2.13. Students choose sentences in expressing their opinions in order to maintain the feelings of friends.

From the test of the analysis requirements, which is to test whether there is a positive and significant relationship, the value of $r_{xy} = 0.481$ is obtained. The calculated r value is consulted with the table r ($\alpha = 0.05$, $n=75$) which is 0.304. Obtained the value of $r_{count} = 0.540 > r_{table} = 0.227$ thus there is a positive relationship between Hybrid Learning Class Management and Critical Thinking students of Christian Religious Education & Ethics Class X SMA N 1 Plus Matauli Pandan Learning Year 2021/2022. From the test of the analysis requirements, namely testing whether there is a significant relationship between variable X and variable Y, a calculated t value of 5.480 is obtained and it is known that t_{table} in $\alpha = 0.05$ for two-party testing with a degree of freedom $n-2 = 75-2 = 73$ is 1.933 (attachment of the distribution t). From the results of these calculations, it is known that it turns out that the calculated price is greater than t_{table} , which is $5,480 > 1,933$. This means that there is a significant relationship between Management of Hybrid Learning Class on Critical Thinking of Students of Christian Religion & Moral Education Subject Class X SMA N 1 Plus Matauli Pandan Academic Year 2021/2022. From the regression test Y over X obtained: a). by entering the values obtained from the calculations above, the regression equation is obtained, namely: this regression equation shows that in a constant state = 22.745 then for each use of Management of Hybrid Learning Class on Critical Thinking of Students of Christian Religion & Moral Education Subject Class X SMA N 1 Plus Matauli Pandan Academic Year 2021/2022 amounted to 0.449 of the value of Using Hybrid Learning Class Management. b). from the coefficient of determination test obtained $r^2 = 0.661$ from the determination value (r^2) it can be known the percentage of Management of Hybrid Learning Class on Critical Thinking of Students of Christian Religion & Moral Education Subject Class X SMA N 1 Plus Matauli Pandan Academic Year 2021/2022 is 29.10%. Management of Hybrid Learning Class on Critical Thinking of Students of Christian Religion & Moral Education Subject Class X SMA N 1 Plus Matauli Pandan Academic Year 2021/2022.



From the results of the hypothesis test, the value from the list of analysis of

variance above is obtained $F_{count} = 34,388$ and this value is greater than F_{table} with dk the numerator $k = 2$ and dk the denominator $t = n - 2 = 75 - 2 = 73$ which is 3.97 , then based on the test hypothesis $H_a = F_h (34,388 > 3,97)$, this shows that H_a is accepted and H_o is rejected, which means that there is a positive and significant influence between Hybrid Learning Class Management on Critical Thinking Students of Christian Religion & Moral Education Subject Class X SMA N

1 Plus Matauli Pandan Academic Year 2021/2022.

CONCLUSION

Based on the theoretical and research results, it can be concluded that by carrying out the Hybrid Learning Class Management seriously on the Critical Thinking of the Students of Christian Religion Education Subjects Class X SMA N 1 Plus Matauli Pandan in the 2021/2022 Academic Year will increase. So that the learning process in Hybrid Learning Class management can be carried out anywhere and anytime depending on the available tools. Through Hybrid Learning Class Management students can explore information and learning materials in accordance with the syllabus that has been set by the teacher. This can make students think more critically in making decisions that are in accordance with learning assessment standards in providing opinions in accordance with daily life experiences that are conveyed by having relevant sources, not false or hoax information.

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