

## **ABSTRACT**

*Differences in Students' Math Problem Solving Ability in Flipped Classroom Assisted by Google Classroom Using Guided Inquiry And Modified Free Inquiry Approach. : 2022 Uslifatul Jannah*

*Keywords : Problem Solving Ability, Flipped Classroom, Guided Inquiry And Modified Free Inquiry Approach*

*The ability to solve mathematical problems is a very important thing in mathematics learning. One way to improve students' math problem-solving skills is to use Guided Inquiry and Modified Free Inquiry Approach in Flipped Classroom assisted by Google Classroom. The purpose of this study is to find out whether or not there are differences in students' mathematical problem-solving abilities using the Guided Inquiry Approach and Modified Free Inquiry Approach learning in Flipped Classroom assisted by Google Classroom.*

*This research is a quantitative research using an experimental type of research. The research design used in this study was the Pretest-Posttest Control Group Design design and the sampling technique used was Purposive Sampling, so that class XI AKL 1 and XI AKL 2 SMK Negeri 1 Sumenep were selected as experimental class I and experimental class II. The instruments used are tests in the form of pretests and posttests. The technique of analyzing the results of the student's mathematical problem-solving ability test uses descriptive analysis and inferential analysis, namely an independent sample t-test by first conducting an analysis requirement test, namely the normality test and the homogeneity test. The data obtained are normally distributed but the data is not homogeneous.*

*Based on the results of the study using the Mann Whitney test, a value of 0.896 was obtained at a significance level of 5%. Because the value obtained is greater than 0.05, it means that the  $H_0$  is accepted and  $H_1$  rejected. So it can be concluded that there is no significant difference between students' math problem solving ability in Flipped Classroom assisted by Google Classroom using the Guided Inquiry Approach learning and the Modified Free Inquiry Approach.*