

## ABSTRACT

Gabriel Nababan (01669200049)

### **THE EFFECTIVENESS OF BLENDED LEARNING FLIPPED CLASSROOM TYPE ON GRADE IX STUDENT'S ENGAGEMENT, INDEPENDENT LEARNING, MASTERY OF CONCEPTS IN SCIENCE LESSONS AT SMP XYZ MAKASSAR**

(xvi + 129 pages; 7 figures; 47 tables; 67 appendices)

Changes in the learning system that continue to occur continuously during the Covid-19 pandemic have become a consideration for schools and educators to select the effective learning models to involve students in the learning process, learn independently, and have an excellent conceptual mastery, especially in Science subject. One of the learning models that can be used in the transition from online learning to face-to-face learning is the blended learning model type flipped classroom. This study aims to determine the effectiveness of the flipped classroom on student engagement, independent learning, and mastery of concepts for grade IX students in Science class compared to conventional learning. The design used in this study was quantitative approach (experimental design) with convenience sampling technique. The results showed that 1) the flipped classroom blended learning model was effective on the level of student engagement, 2) the flipped classroom blended learning model was effective on student learning independence compared to conventional learning, 3) the flipped class blended learning model was not effective on students' conceptual mastery compared to conventional learning.

Keywords : flipped classroom, student engagement, student learning independence, student conceptual mastery

References : 107 (1990-2022)

## ABSTRAK

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### **EFEKTIVITAS MODEL *BLENDED LEARNING* TIPE *FLIPPED CLASSROOM* TERHADAP KETERLIBATAN SISWA, KEMANDIRIAN BELAJAR, PENGUASAAN KONSEP KELAS IX PADA PELAJARAN IPA DI SMP XYZ MAKASSAR**

(xvi + 129 halaman: 7 gambar; 47 tabel; 67 lampiran)

Perubahan sistem pelaksanaan pembelajaran yang terus terjadi di masa pandemi Covid-19 menjadi bahan pertimbangan bagi pihak sekolah dan pendidik untuk menggunakan model pembelajaran yang efektif untuk memfasilitasi peserta didik terlibat (*engage*) di dalam proses pembelajaran, memiliki kemandirian belajar, dan penguasaan konsep yang baik, khususnya pada pelajaran Biologi. Salah satu model pembelajaran yang dapat digunakan di masa transisi pembelajaran online menuju pertemuan tatap muka terbatas adalah model *blended learning* tipe *flipped classroom*. Tujuan penelitian ini adalah untuk mengukur tingkat keefektifan penerapan *flipped classroom* terhadap keterlibatan siswa, kemandirian belajar, dan penguasaan konsep siswa kelas IX pada pelajaran IPA dibandingkan dengan pembelajaran konvensional. Jenis penelitian ini adalah penelitian eksperimen dengan teknik pengambilan sampel *convenience sampling*. Hasil penelitian menunjukkan bahwa 1) model pembelajaran *blended learning* tipe *flipped classroom* lebih efektif terhadap tingkat keterlibatan dibandingkan pembelajaran konvensional, 2) model pembelajaran *blended learning* tipe *flipped classroom* lebih efektif terhadap kemandirian belajar dibandingkan dengan pembelajaran konvensional, 3) model pembelajaran *blended learning* tipe *flipped classroom* tidak efektif terhadap penguasaan konsep siswa dibandingkan dengan pembelajaran konvensional.

Kata kunci : *flipped classroom*, keterlibatan siswa, kemandirian belajar, penguasaan konsep.

Referensi : 107 (1990-2022)