

ABSTRAK

Erlin Tania Halawa (40420120014)

PENERAPAN STRATEGI MENGAJAR *FLIPPED CLASSROOM* UNTUK MENINGKATKAN KEMANDIRIAN BELAJAR SISWA KELAS XI IPA SMA KRISTEN XYZ TANGERANG

(xvi + 84 halaman: 5 gambar; 16 tabel; 22 lampiran)

Kemandirian belajar merupakan salah satu aspek penting yang harus dimiliki oleh peserta didik untuk mencapai tujuan belajar. Namun realitanya dalam proses pembelajaran Biologi, siswa kelas XI IPA di SMA Kristen XYZ Tangerang, peneliti mendapati bahwa kemandirian belajar siswa masih tergolong rendah. Untuk mengatasi masalah tersebut, peneliti menerapkan strategi mengajar *flipped classroom* untuk membantu siswa meningkatkan kemandirian belajar siswa. Selain itu, peneliti juga ingin mengetahui cara penerapan strategi mengajar *flipped classroom* dalam meningkatkan kemandirian belajar siswa.

Penelitian ini adalah sebuah penelitian tindakan kelas (PTK) model Kemmis dan Mc Taggart yang dilakukan di SMA XYZ, sebuah sekolah Kristen swasta di kota Tangerang. PTK dengan dua siklus ini dilaksanakan pada tanggal 17 Agustus 2015 - 23 Oktober 2015 dengan melibatkan 22 orang siswa. Instrumen yang digunakan untuk mendapatkan informasi, yaitu lembar observasi penerapan metode, lembar observasi *checlist* kemandirian belajar siswa, lembar angket siswa, lembar panduan wawancara guru pengamat dan siswa, lembar catatan lapangan mentor dan jurnal refleksi. Hasil data dianalisa dengan menggunakan teknik analisis deskriptif kualitatif.

Berdasarkan hasil analisis data dari seluruh instrumen, maka disimpulkan bahwa penerapan strategi mengajar *flipped classroom* yang terdiri dari kegiatan belajar mandiri di rumah dan pembelajaran kolaboratif di kelas mendorong peningkatan kemandirian belajar siswa kelas XI IPA *Basic* di SMA Kristen XYZ Tangerang.

Referensi : 27 (1993-2014)

ABSTRACT

Erlin Tania Halawa (40420120014)

THE IMPLEMENTATION OF FLIPPED CLASSROOM TEACHING STRATEGY TO IMPROVE GRADE XI OF NATURAL SCIENCE STUDENTS' SELF-REGULATED LEARNING AT SMA KRISTEN XYZ TANGERANG

(xvi+ 84 pages; 5 pictures; 16 tables; 22 attachments)

Students' self-regulated learning is one of the important aspects that must own by the students in reaching the goal of study. But, the reality in teaching learning process of Biology, the students of the grade XI class of basic natural science SMA Kristen XYZ Tangerang, the researcher found out that the students' self-regulated learning is not satisfied or low. In overcoming the problem, the researcher applies the flipped classroom teaching strategy to help the students to improve self-regulated learning in studying.

The method of this research is a Classroom Action Research (CAR), from Kemmis and Mc Taggart which was done in SMA XYZ, a private Christian school in Tangerang city. This CAR that consisted of two cycles was conducted on August 17th, 2015 until October 23rd, 2015 and involving 22 students. The instruments used to collect data are the observation sheet for method implementation, checklist observation students' self-regulated learning sheet, students' questionnaire sheet, supervisor and students' interview guidance sheet, mentor field record sheet, and reflection journal. The qualitative descriptive analysis was the technique used to analyze the data.

Based on all instruments of the data analysis, it is concluded that the implementation of flipped classroom teaching strategy consist of the self-regualted activity before meeting and collaborative learning in the classroom could improve the students' self-regulated learning at the grade XI class of basic natural science in SMA Kristen XYZ Tangerang.

Reference : 27 (1993 - 2014)