

**PENERAPAN MODEL *THINK PAIR SHARE* (TPS) BERPENDEKATAN
FLIPPED CLASSROOM UNTUK MENINGKATKAN KEMANDIRIAN
BELAJAR SISWA KELAS XI SMAN BALI MANDARA**

Oleh

Ni Putu Irma Satya Pratiwi, NIM 1913041022

Jurusan Biologi dan Perikanan Kelautan

Abstrak

Penelitian ini bertujuan untuk mengetahui adanya perbedaan peningkatan kemandirian belajar antara kelompok siswa yang dibelajarkan dengan model *think pair share* berpendekatan *flipped classroom* dan dengan model *think pair share* berpendekatan konvensional serta untuk mengetahui profil kemandirian belajar siswa setelah dibelajarkan model pembelajaran TPS berpendekatan *flipped classroom*. Jenis penelitian ini merupakan eksperimen semu (*quasi experimental*) dengan rancangan *nonequivalent pre-test post-test control group design*. Penelitian ini dilaksanakan di SMAN Bali mandara. Teknik pemilihan sampel yang digunakan pada penelitian ini adalah teknik *simple random sampling*. Berdasarkan hasil pengundian ditetapkan bahwa sampel yang digunakan, yaitu XI MIPA 1 sebagai kelompok eksperimen dengan siswa yang berjumlah 27 orang dan kelas XI MIPA 3 sebagai kelompok kontrol dengan siswa yang berjumlah 26 orang. Secara keseluruhan sampel yang digunakan berjumlah 53 orang. Peningkatan kemandirian belajar diketahui dari nilai *N-Gain* yang dianalisis dengan menggunakan analisis deskriptif dan statistik. Hasil penelitian menunjukkan bahwa profil Kemandirian Belajar siswa SMA Negeri Bali Mandara setelah dibelajarkan dengan model *think pair share* berpendekatan *flipped classroom* berada pada kategori baik untuk tingkat kemandirian belajarnya dan dimensi dengan skor tertinggi adalah tanggung jawab. Terdapat perbedaan peningkatan kemandirian belajar siswa yang dibelajarkan dengan *think pair share* berpendekatan *flipped classroom* dengan siswa yang dibelajarkan menggunakan model *think pair share* berpendekatan konvensional pada pembelajaran biologi di SMA Negeri Bali Mandara dilihat dari hasil uji hipotesis menggunakan uji *t-test* mendapatkan hasil signifikansi 0,046 ($p < 0,05$).

Kata kunci: Kemandirian Belajar Siswa, Model *Think Pair Share* (TPS), Pendekatan *Flipped Classroom*

**IMPLEMENTATION OF THE THINK PAIR SHARE (TPS) MODEL
WITH THE FLIPPED CLASSROOM APPROACH TO IMPROVE THE
INDEPENDENCE OF STUDENTS' LEARNING IN CLASS XI STUDENTS
OF SMAN BALI MANDARA**

By

Ni Putu Irma Satya Pratiwi, NIM 1913041022

Jurusan Biologi dan Perikanan Kelautan

Abstract

This study aims to determine differences in increasing learning independence between groups of students who are taught with the think pair share model with the flipped classroom approach and with the conventional approach think pair share model and to determine the profile of student learning independence after being taught the TPS learning model with the flipped classroom approach. This type of research is quasi-experimental with a nonequivalent pre-test post-test control group design. This research was conducted at SMAN Bali Mandara. The sample selection technique used in this study was simple random sampling technique. Based on the results of the draw it was determined that the sample used was XI MIPA 1 as the experimental group with 27 students and class XI MIPA 3 as the control group with 26 students. Overall the sample used amounted to 53 people. Increased learning independence is known from the value of N-Gain which is analyzed using descriptive and statistical analysis. The results showed that there were differences in increasing the learning independence of students who were taught using the think pair share flipped classroom approach with students who were taught using the think pair share model with the conventional approach to biology learning at Bali Mandara State Senior High School as seen from the results of hypothesis testing using the t-test to get the results significance of 0.046 ($p < 0.05$). Profile of Learning Independence of Bali Mandara State Senior High School students after being taught with the flipped classroom approach TPS model is in the good category for the level of learning independence and the dimension with the highest score is responsibility.

Key words: student learning independence, Model Think Pair Share (TPS), Flipped Classroom.