ABSTRAK

kata kunci: model pembelajaran *Flipped Classroom*, kemampuan pemecahan masalah informatika, dan ketahanmalangan.

Tujuan penelitian ini adalah untuk mendeskripsikan pengaruh model pembelajaran *Flipped Classroom* terhadap kemampuan pemecahan masalah informatika ditinjau dari ketahanmalangan. Penelitian ini merupakan penelitian eksperimen semu dengan rancangan treatment by level 2 x 2. Populasi penelitian ini adalah kelas X SMK Negeri 3 Singaraja Tahun Pelajaran 2021/2022 sebanyak 4 kelas (96 siswa). Sampel penelitian ini diambil menggunakan teknik random sampling, 4 kelas ditentukan sebagai sampel dan dibagi menjadi dua kelompok, yaitu kelompok eksperimen dan kelompok kontrol. Data ketahanmalangan dikumpulkan dengan angket, dan data kemampuan pemecahan masalah dikumpulkan dengan tes. Analisis data menggunakan uji statistik Anava Desain Factorial 2x2. Hasil penelitian menunjukkan bahwa, (1) terdapat perbedaan kemampuan pemecahan masalah informatika antara siswa yang mengikuti model pembelajaran *Flipped Classroom* dan siswa yang mengikuti model pembelajaran *Direct Learning* (2) terdapat perbedaan kemampuan pemecahan masalah informatika antara siswa yang memiliki ketahanmalangan tinggi dan siswa yang memiliki ketahanmalangan rendah (3) terdapat pengaruh interaksi antara model pembelajaran dan ketahanmalangan terhadap kemampuan pemecahan masalah informatika.

ABSTRACT

Keywords: *Flipped Classroom* model, informatics problem-solving skills, and adversity quotient.

The purpose of this study was to describe the effect of the Flipped Classroom learning model on informatics problem solving abilities in terms of resilience. This research is a quasi-experimental study with a treatment by level 2 x 2 design. The population of this research is class X SMK Negeri 3 Singaraja for the 2021/2022 academic year with 4 classes (96 students). The research sample was taken using random sampling technique, 4 classes were determined as samples and divided into two groups, namely the experimental group and the control group. Data on adversity was collected by means of a questionnaire, and data on problem-solving ability was collected by tests. Data analysis used the Anova Factorial Design 2x2 statistical test. The results showed that, (1) there were differences in informatics problem-solving abilities between students who took the Flipped Classroom learning model and students who took the Direct Learning learning model (2) there were differences in informatics problem-solving abilities between students who had high adversity quotient and students who had low adversity quotient (3) there is an interaction effect between learning models and adversity quotient on informatics problem-solving abilities.