ABSTRAK

Darmasunu, I Made Arya Trybayu (2026). *Pengaruh Model Pembelajaran Flipped Classroom, Motivasi Belajar, dan Kompetensi Pedagogik Guru terhadap Prestasi Belajar Matematika Siswa Kelas VIII di SMP Negeri 1 Kuta Utara*. Tesis, Administrasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata kunci: *Flipped Classroom*, motivasi belajar, kompetensi pedagogik guru, prestasi belajar matematika.

Penelitian ini bertujuan untuk menganalisis pengaruh model pembelajaran *Flipped Classroom*, motivasi belajar, dan kompetensi pedagogik guru terhadap prestasi belajar matematika siswa kelas VIII di SMP Negeri 1 Kuta Utara. Penelitian ini menggunakan pendekatan kuantitatif dengan metode eksperimen semu (*quasi experiment*) dan desain *Non-Equivalent Control Group Design*. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 1 Kuta Utara tahun pelajaran 2025/2026, sedangkan sampel penelitian ditentukan dengan teknik *cluster random sampling* yang melibatkan satu kelas eksperimen dan satu kelas kontrol. Data penelitian dikumpulkan menggunakan tes prestasi belajar matematika, kuesioner motivasi belajar, dan kuesioner kompetensi pedagogik guru. Data yang diperoleh dianalisis menggunakan statistik deskriptif dan statistik inferensial melalui uji *Analysis of Covariance* Anakova pada taraf signifikansi 0,05. Hasil penelitian menunjukkan bahwa model pembelajaran *Flipped Classroom* tidak memberikan pengaruh yang signifikan terhadap prestasi belajar matematika siswa. Setelah kovariabel motivasi belajar dan kompetensi pedagogik guru dikendalikan, model pembelajaran *Flipped Classroom* tetap menunjukkan pengaruh yang tidak signifikan terhadap prestasi belajar matematika siswa. Selain itu, hasil uji interaksi menunjukkan bahwa tidak terdapat interaksi antara model pembelajaran *Flipped Classroom* dengan motivasi belajar terhadap prestasi belajar matematika siswa, yang ditunjukkan oleh nilai F hitung sebesar 0,002 dengan nilai signifikansi 0,968, serta tidak terdapat interaksi antara model pembelajaran *Flipped Classroom* dengan kompetensi pedagogik guru terhadap prestasi belajar matematika siswa, yang ditunjukkan oleh nilai F hitung sebesar 0,192 dengan nilai signifikansi 0,662, di mana seluruh nilai signifikansi lebih besar dari 0,05 dan nilai F hitung lebih kecil dari nilai F tabel sebesar 3,98. Berdasarkan hasil tersebut dapat disimpulkan bahwa model pembelajaran *Flipped Classroom*, motivasi belajar, dan kompetensi pedagogik guru, baik secara langsung maupun melalui interaksi antarvariabel, tidak berpengaruh signifikan terhadap prestasi belajar matematika siswa kelas VIII di SMP Negeri 1 Kuta Utara.

ABSTRACT

Darmasunu, I Made Arya Trybayu (2026). The Effect of the Flipped Classroom Learning Model, Learning Motivation, and Teachers' Pedagogical Competence on Mathematics Learning Achievement of Eighth-Grade Students at SMP Negeri 1 Kuta Utara. Thesis, Administration Education, Graduate Program, Universitas Pendidikan Ganesha.

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Keywords: Flipped Classroom, learning motivation, teachers' pedagogical competence, mathematics learning achievement.

This study aimed to analyze the effects of the Flipped Classroom learning model, learning motivation, and teachers' pedagogical competence on the mathematics learning achievement of eighth-grade students at SMP Negeri 1 Kuta Utara. This research employed a quantitative approach using a quasi-experimental method with a Non-Equivalent Control Group Design. The population of this study consisted of all eighth-grade students of SMP Negeri 1 Kuta Utara in the 2025/2026 academic year, while the sample was determined through cluster random sampling involving one experimental class and one control class. Data were collected using a mathematics learning achievement test, a learning motivation questionnaire, and a teachers' pedagogical competence questionnaire. The data were analyzed using descriptive statistics and inferential statistics through Analysis of Covariance (ANCOVA) at a significance level of 0.05. The results of the study indicated that the Flipped Classroom learning model did not have a significant effect on students' mathematics learning achievement. After controlling for the covariates of learning motivation and teachers' pedagogical competence, the Flipped Classroom learning model continued to show a non-significant effect on students' mathematics learning achievement. Furthermore, the interaction test results revealed that there was no interaction between the Flipped Classroom learning model and learning motivation on students' mathematics learning achievement, as indicated by an F value of 0.002 with a significance value of 0.968, and no interaction between the Flipped Classroom learning model and teachers' pedagogical competence on students' mathematics learning achievement, as indicated by an F value of 0.192 with a significance value of 0.662, where all significance values were greater than 0.05 and the F values were lower than the F table value of 3.94. Based on these findings, it can be concluded that the Flipped Classroom learning model, learning motivation, and teachers' pedagogical competence, both individually and through interaction effects, do not have a significant effect on the mathematics learning achievement of eighth-grade students at SMP Negeri 1 Kuta Utara.