EFEKTIVITAS MODEL PEMBELAJARAN *THINK PAIR SHARE* DENGAN *SETTING* PENDEKATAN *FLIPPED CLASSROOM* UNTUK MENINGKATKAN HASIL BELAJAR KOGNITIF MURID SMA PADA MATERI PERUBAHAN IKLIM

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan profil peningkatan hasil belajar kognitif murid, menganalisis perbedaan hasil belajar kognitif antara murid yang belajar menggunakan model *Think Pair Share* (TPS) dengan *setting* pendekatan *flipped classroom* dan murid yang belajar menggunakan model TPS, menganalisis efektivitas model TPS dengan *setting* pendekatan *flipped classroom*, serta mendeskripsikan respons murid terhadap implementasinya. Penelitian ini menggunakan metode *quasi experiment nonequivalent control group design*. Populasi penelitian terdiri atas 4 kelas X SMA Negeri 2 Tejakula tahun ajaran 2025/2026. Sampel penelitian terdiri dari 2 kelas yang dipilih menggunakan menggunakan teknik *intact group sampling* yakni X.1 sebagai kelompok eksperimen dan X.4 sebagai kelompok kontrol. Data dikumpulkan melalui tes hasil belajar kognitif dan angket respons murid. Hasil penelitian menunjukkan bahwa profil peningkatan hasil belajar kognitif kelompok eksperimen memperoleh rata-rata *N-Gain* sebesar 0,76 dengan kategori tinggi, sedangkan kelompok kontrol memperoleh rata-rata *N-Gain* sebesar 0,66 dengan kategori sedang. Hasil uji ANCOVA menunjukkan terdapat perbedaan hasil belajar kognitif yang signifikan antara kedua kelompok ($p = 0{,}0001 < 0{,}05$). Hasil uji efektivitas memperoleh hasil sebesar 0,268 yang termasuk kategori efek besar, sehingga model TPS dengan *setting* pendekatan *flipped classroom* terbukti efektif dalam meningkatkan hasil belajar kognitif murid. Selain itu, respons murid terhadap implementasi model pembelajaran menunjukkan kategori sangat positif pada seluruh indikator. Penelitian selanjutnya disarankan untuk mengimplementasikan model ini pada materi, jenjang pendidikan, atau variabel lain seperti motivasi belajar dan keterampilan berpikir kritis.

Kata kunci: *Think Pair Share*, *Flipped Classroom*, Hasil Belajar Kognitif

THE EFFECTIVENESS OF THE THINK-PAIR-SHARE LEARNING MODEL WITHIN A FLIPPED CLASSROOM SETTING IN IMPROVING HIGH SCHOOL STUDENTS' COGNITIVE LEARNING OUTCOMES ON CLIMATE CHANGE

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ABSTRACT

This study aims to describe the profile of improvements in students' cognitive learning outcomes, analyze differences in cognitive learning outcomes between students who learn using the Think Pair Share (TPS) model in a flipped classroom setting and students who learn using the TPS model, analyze the effectiveness of the TPS model in a flipped classroom setting, and describe students' responses to its implementation. This study employed a quasi-experimental nonequivalent control group design. The study population consisted of four 10th-grade classes at Tejakula State High School 2 during the 2025–2026 school year. The sample consisted of two classes selected using the intact group sampling technique: Class X.1 as the experimental group and Class X.4 as the control group. Data were collected through cognitive achievement tests and student response questionnaires. The research results show that the experimental group's cognitive learning outcome improvement profile achieved an average N-Gain of 0.76, classified as high, while the control group achieved an average N-Gain of 0.66, classified as moderate. The ANCOVA test results indicate a significant difference in cognitive learning outcomes between the two groups ($p = 0.0001 < 0.05$). The effectiveness test yielded a result of 0.268, which falls into the large effect category; thus, the TPS model with a flipped classroom approach has been proven effective in improving students' cognitive learning outcomes. In addition, student responses to the implementation of the learning model were highly positive across all indicators. Further research is recommended to explore the implementation of this model across different subject matter, educational levels, or other variables such as learning motivation and critical thinking skills.

Keywords: Think Pair Share, Flipped Classroom, Cognitive Learning Outcomes