

EFEKTIVITAS PENDEKATAN *FLIPPED CLASSROOM* BERBANTUAN VIDEO EDUKASI RABIES TERHADAP PENGETAHUAN TENTANG VIRUS DAN SIKAP HIDUP SEHAT SISWA SMA

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui efektivitas pendekatan *flipped classroom* berbantuan video edukasi rabies terhadap pengetahuan tentang virus dan sikap hidup sehat siswa SMA. Penelitian ini merupakan kuasi eksperimen dengan desain *randomized nonequivalent control group design*, melibatkan kelas eksperimen yang dibelajarkan dengan *flipped classroom* berbantuan video edukasi rabies dan kelas kontrol yang dibelajarkan dengan model *Discovery Learning*. Data pengetahuan dikumpulkan melalui tes tertulis, sedangkan data sikap hidup sehat dikumpulkan melalui angket. Karena skor *pretest* kedua kelompok tidak komparabel, pengujian hipotesis dilakukan pada nilai N-Gain menggunakan uji MANOVA, *independent t-test*, dan *effect size*. Hasil menunjukkan pengaruh signifikan secara simultan terhadap pengetahuan dan sikap hidup sehat ($p = 0,0001$). Secara parsial, peningkatan pengetahuan tentang virus tidak berbeda signifikan antara kelas eksperimen (N-Gain 0,4143, kategori sedang) dan kelas kontrol (N-Gain 0,3692, kategori sedang) dengan nilai $p = 0,332$. Sebaliknya, peningkatan sikap hidup sehat berbeda signifikan, dengan kelas eksperimen (N-Gain 0,3786, kategori sedang) jauh melampaui kelas kontrol (N-Gain 0,0778, kategori rendah) pada nilai $p = 0,0001$, disertai *effect size* sebesar 0,575 (kategori besar). Temuan ini mengindikasikan bahwa video edukasi rabies melalui *flipped classroom* lebih efektif membentuk dimensi afektif dibandingkan dimensi kognitif siswa, sehingga pembelajaran biologi di SMA akan lebih bermakna ketika media kontekstual diintegrasikan untuk menyentuh sikap siswa secara langsung. Dapat disimpulkan bahwa pendekatan *flipped classroom* berbantuan video edukasi rabies efektif meningkatkan sikap hidup sehat siswa SMA, meskipun belum terbukti efektif secara signifikan dalam meningkatkan pengetahuan tentang virus dibandingkan pembelajaran *Discovery Learning* konvensional.

Kata kunci: *flipped classroom*, video edukasi, rabies, pengetahuan virus, sikap hidup sehat

**EFFECTIVENESS OF THE FLIPPED CLASSROOM APPROACH
ASSISTED BY RABIES EDUCATIONAL VIDEO ON VIRUS
KNOWLEDGE AND HEALTHY LIFESTYLE ATTITUDES OF SENIOR
HIGH SCHOOL STUDENTS**

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ABSTRACT

This study aimed to determine the effectiveness of a flipped classroom approach assisted by rabies education videos on high school students' knowledge of viruses and healthy living attitudes. This quasi-experimental study used a randomized nonequivalent control group design, involving an experimental class taught using flipped classroom with rabies education videos and a control class taught using Discovery Learning. Knowledge was measured through written tests, while healthy living attitudes were measured through a questionnaire. Since the pretest scores of both groups were not comparable, hypothesis testing was conducted on N-Gain scores using MANOVA, independent t-test, and effect size analysis. Results showed a significant simultaneous effect on knowledge and healthy living attitudes ($p = 0,0001$). Partially, knowledge improvement did not differ significantly between the experimental class (N-Gain 0.4143, moderate) and control class (N-Gain 0.3692, moderate), $p = 0.332$. In contrast, improvement in healthy living attitudes differed significantly, with the experimental class (N-Gain 0.3786, moderate) far exceeding the control class (N-Gain 0.0778, low), $p = 0,0001$, with a large effect size (0.575). These findings indicate that rabies education videos delivered through flipped classroom are more effective in shaping students' affective rather than cognitive dimension, suggesting that biology learning becomes more meaningful when contextual media directly engages students' attitudes. It can be concluded that the flipped classroom approach assisted by rabies education videos is effective in improving high school students' healthy living attitudes, although not yet proven significantly effective in improving knowledge about viruses compared to conventional Discovery Learning

Keywords: *flipped classroom, educational video, rabies, virus knowledge, healthy living attitudes*