

**IMPLEMENTASI STRATEGI PEMBELAJARAN *FLIPPED CLASSROOM* UNTUK
MENINGKATKAN KEMANDIRIAN BELAJAR DAN HASIL BELAJAR KOGNITIF SISWA
DALAM PEMBELAJARAN BIOLOGI DI SMA**

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ABSTRAK

Penelitian ini merupakan jenis penelitian eksperimen yang bertujuan untuk mendeskripsikan perbedaan hasil belajar kognitif dan kemandirian belajar siswa yang belajar menggunakan strategi model *flipped classroom* dengan *Direct Instruction* (DI). Desain yang digunakan yaitu desain *non equivalent pretest-posttest control group design* dan melibatkan dua variabel yaitu variabel bebas dan variabel terikat. Variabel bebas dalam penelitian ini yaitu strategi pembelajaran *flipped classroom* dan model pembelajaran *Direct Instruction* (DI), sedangkan variabel terikatnya yaitu hasil belajar kognitif dan kemandirian belajar siswa. Sampel dalam penelitian ini sebanyak 2 kelas dengan jumlah siswa 43 siswa. Pengambilan sampel dilakukan dengan teknik *Purposive sampling*. Sampel pada penelitian ini berjumlah 43 siswa yang terdiri dari 22 siswa untuk kelas eksperimen dan 21 siswa untuk kelas kontrol. Instrumen yang digunakan adalah tes hasil belajar yang terdiri dari 30 *item* soal dan kuisioner kemandirian belajar siswa 55 *itemsofRating Scale*. Hasil analisis data menunjukkan bahwa rata-rata skor hasil belajar siswa kelas eksperimen adalah 32,43 dan skor rata-rata hasil belajar siswa kelas kontrol adalah 31,86. Hasil uji hipotesis menggunakan uji mankova dengan jenis uji yaitu *pillai's trace* menunjukkan sig. yaitu $0,000 < 0,05$. Dari hasil analisis tersebut berarti H_0 ditolak sehingga H_1 diterima sehingga “terdapat perbedaan hasil belajar kognitif siswa yang belajar antara siswa yang belajar dengan menggunakan strategi *flipped classroom* dan model pembelajaran *Direct Instruction* (DI).

Kata-kata kunci: *Flipped classroom*, *direct instruction*, hasil belajar kognitif, kemandirian belajar

**IMPLEMENTATION OF *FLIPPED CLASSROOM* LEARNING
STRATEGIES TO IMPROVE LEARNING INDEPENDENCE AND
COGNITIVE LEARNING OUTCOMES OF STUDENTS IN
LEARNING BIOLOGY IN SENIOR HIGH SCHOOL**

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ABSTRACT

This research was an experimental research that aims to describe the differences in cognitive learning outcomes and learning independence of students who learn to use the strategy model of flipped the classroom with Direct Instruction (DI). The design used was the non-equivalent pretest-posttest control group design and involves two variables, namely the independent variable and the dependent variable. The independent variables in this study were the flipped classroom learning strategy and the Direct Instruction (DI) learning model, while the dependent variable is the cognitive learning outcomes and student learning independence. The sample in this study was 2 classes with 43 students. Sampling was done by a purposive sampling technique. The sample in this study amounted to 43 students consisting of 22 students in the experimental class and 21 students of the control class. The instrument used was a learning achievement test consisting of 30 items and student learning independence questionnaire 55 items of Rating Scale. The results of the data analysis showed that the average score of the learning outcomes of the experimental class students was 32.43 and the average score of the learning outcomes of the control class students was 31.86. Hypothesis test results using a mancova test with the type of test that is Pillai's trace shows sig. which is $0,000 < 0.05$. From the results of the analysis, it shown that H_0 was rejected so that H_1 was accepted, it means "there are differences in the cognitive learning outcomes of students who learn between students who learn by using a flipped classroom strategy and the Direct Instruction (DI) learning model.

Key words: Flipped classroom, direct instruction, cognitive learning outcomes, learning independence