

ABSTRAK

Dinda Pratiwi, NIM 4193121041 (2023). Pengaruh Pembelajaran *Flipped Classroom* berbantuan Moodle terhadap Kemandirian dan Hasil Belajar Siswa pada materi Hukum Newton di MAN 1 Medan T.A 2022/2023.

Penelitian ini bertujuan mengetahui pengaruh pembelajaran *flipped classroom* berbantuan moodle terhadap kemandirian dan hasil belajar siswa pada materi Hukum Newton, mengetahui peningkatan kemandirian dan hasil belajar siswa serta hubungan kemandirian belajar dengan hasil belajar siswa. Penelitian ini merupakan eksperimen semu dengan *two group pretest-posttest design*. Populasi penelitian adalah kelas X IPA MAN 1 Medan T.A 2022/2023. Teknik pengambilan sampel menggunakan *random sampling* yang terdiri dari dua kelas, yaitu kelas eksperimen diterapkan pembelajaran *flipped classroom* berbantuan moodle yang terdiri atas 36 siswa dan kelas kontrol diterapkan pembelajaran konvensional yang terdiri atas 39 siswa. Instrumen yang digunakan adalah nontes dan tes. Nontes berupa angket kemandirian belajar siswa yang terdiri dari 20 pernyataan dengan 4 pilihan jawaban. Tes berupa soal pilihan berganda berjumlah 22 butir dengan 5 pilihan jawaban. Rata-rata kemandirian belajar siswa di awal dan akhir pada kelas eksperimen 70,3 dan 80,0, sedangkan kelas kontrol 66,0 dan 71,0. Rata-rata *pretest-posttest* siswa kelas eksperimen 39,6 dan 83,1 sedangkan kelas kontrol yaitu 37,9 dan 76,7. Analisis data menggunakan uji manova (*multivariate analysis of variance*), uji N-gain dan uji korelasi. Berdasarkan uji hipotesis diketahui bahwa pembelajaran *flipped classroom* berbantuan moodle memiliki pengaruh yang signifikan terhadap kemandirian dan hasil belajar siswa pada materi Hukum Newton. Persentase peningkatan N-gain kemandirian belajar siswa pada kelas eksperimen adalah 33% dengan kategori sedang dan 15% pada kelas kontrol dengan kategori rendah. Peningkatan persentase hasil belajar siswa kelas eksperimen yaitu 73% dengan kategori tinggi, sedangkan kelas kontrol yaitu 63% dengan kategori sedang. Hubungan atau korelasi kemandirian belajar siswa dengan hasil belajar siswa sebesar 0,562 dengan kategori sedang.

Kata Kunci : *flipped classroom*, moodle, kemandirian belajar, dan hasil belajar

ABSTRACT

Dinda Pratiwi, NIM 4193121041 (2023). The Effect of Flipped Classroom Learning assisted Moodle on Student Independence and Learning Outcomes on Newton's Law at MAN 1 Medan for the 2022/2023 Academic Year.

This study aims to determine the effect of flipped classroom learning assisted moodle on student independence and learning outcomes on Newton's Law, to determine the increase on independence and student learning outcomes and the relationship between independent learning and student learning outcomes. This research method uses a quasi-experimental two-group pretest-posttest design. The population of this research is class X MAN 1 Medan for the 2022/2023 academic year. The sampling technique used a random sampling technique which consisted of two classes, namely the experimental class applied flipped classroom learning with the help of moodle on independence and student learning outcomes consisting of 36 students and the control class with conventional learning consisting of 39 students. The instruments used are nontest and test. The non-test is in the form of a student learning independence questionnaire consisting of 20 statements with 4 answer choices to measure student learning independence. The test is in the form of a learning outcomes instrument to determine student learning outcomes as many as 22 valid questions with 5 answer choices. The initial and final independence data of student learning in the experimental class were 70.3 and 80.0, while the control class independence data were 66.0 and 71.0. Pretest-posttest data on student learning outcomes in the experimental class were 39.6 and 83.1 while the control class pretest-posttest data were 37.9 and 76.7. Hypothesis testing was analyzed using the manova test (multivariate analysis of variance), the N-gain test and the correlation of independence and student learning outcomes. Based on the hypothesis test that flipped classroom learning assisted moodle has a significant effect on independence and student learning outcomes in the experimental class on Newton's Law. The percentage increase in N-gain of student learning independence in the experimental class was 33% in the medium category, the increase in the percentage of independence in the control class was 15% in the low category. The increase in the percentage of student learning outcomes in the experimental class was 73% in the high category, while the increase in the percentage of learning outcomes in the control class was 63% in the medium category. The relationship or correlation of student learning independence with student learning outcomes is 0.562 in the medium category.

Keywords : flipped classroom, moodle, learning independence, and learning outcomes