

ABSTRAK

JAMES GINTING. Pengembangan Model Pembelajaran *Flipped Classroom* Berdiferensiasi pada Materi Perbandingan Trigonometri di Sekolah Menengah Atas. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, 2024.

Penelitian ini bertujuan untuk merancang model pembelajaran *flipped classroom* berdiferensiasi yang dapat memfasilitasi terlaksananya pembelajaran yang inklusif yang layak dan efektif dalam meningkatkan hasil belajar siswa di SMA N 1 Simpang Empat. Jenis penelitian ini adalah Research & Development (R&D) menggunakan model pengembangan ADDIE (Analysis, Design, Development, Implementation, Evaluation). Adapun instrument penelitian yang digunakan yaitu berupa angket validasi ahli materi, ahli media, ahli desain dan juga angket tanggapan guru dan siswa. Penelitian ini juga menggunakan teknis analisis data kuantitatif (data penelitian angket kelayakan dan keefektivitas produk), dan data kualitatif (observasi dan dokumentasi). Hasil validasi produk menunjukkan persentase skor sebesar 95% untuk validasi ahli materi, 94% untuk validasi ahli media, 94% untuk ahli desain model. Hasil uji normalitas dan homogenitas menunjukkan bahwa data penelitian telah dinyatakan normal dan homogen. Perolehan hasil penelitian ini menunjukkan bahwa model pembelajaran *flipped classroom* berdiferensiasi efektif dalam meningkatkan hasil belajar siswa kelas X SMA N 1 Simpang Empat.

Kata Kunci : Model Pembelajaran, *Flipped Classroom*, Pembelajaran Berdiferensiasi, Hasil Belajar

THE
Character Building
UNIVERSITY

ABSTRACT

JAMES GINTING. *Development of a Differentiated Flipped Classroom Learning Model on Comparative Trigonometry Material in High Schools.* Thesis. Medan: Universitas Negeri Medan Postgraduate Program, 2024.

This research aims to design a differentiated flipped classroom learning model to facilitate the implementation of inclusive learning that is both feasible and effective in improving student learning outcomes at SMA N 1 Simpang Empat. This study is classified as Research & Development (R&D) and follows the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model. The research instruments include validation questionnaires for material experts, media experts, and design experts, as well as response questionnaires for teachers and students. The study also utilizes quantitative data analysis (product feasibility and effectiveness questionnaire data) and qualitative data (observation and documentation). The validation results reveal a score percentage of 95% for material expert validation, 94% for media expert validation, and 94% for model design expert validation. The results of the normality and homogeneity tests indicate that the research data is normal and homogeneous. The findings of this study suggest that the differentiated flipped classroom learning model is effective in improving the learning outcomes of Class X students at SMA N 1 Simpang Empat.

Keywords: Learning Model, Flipped Classroom, Differentiated Learning, Learning Outcomes