

ABSTRAK

Anastasya Siringo Ringo, Nim 7183341013, Pengaruh Model Pembelajaran *Flipped Classroom* Terintegrasi *Cooperative Learning* Dan *Self Directed Learning* Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XI IPS SMA Negeri 3 Sibolga. Skripsi, Jurusan Ekonomi, Program Studi Pendidikan Ekonomi, Fakultas Ekonomi Universitas Negeri Medan.

Permasalahan dalam penelitian ini adalah kurang maksimalnya hasil belajar siswa pada mata pelajaran ekonomi kelas XI di SMA Negeri 3 Sibolga. Penelitian ini memiliki tujuan guna mengetahui pengaruh penerapan model pembelajaran *flipped classroom* terintegrasi *cooperative learning* serta *self directed learning* terhadap hasil belajar peserta didik kelas XI IPS di SMAN 3 Sibolga. Penelitian ini dilaksanakan di SMA Negeri 3 Sibolga, populasi dalam penelitian ini adalah seluruh siswa kelas XI jurusan IPS yang berjumlah 168 siswa, teknik pengambilan sampel menggunakan *Purposive sampling* yaitu suatu teknik pengambilan sampel sesuai dengan pada pertimbangan-pertimbangan tertentu. Sehingga jumlah sampel yaitu 68 siswa. Metode penelitian yang dimanfaatkan yaitu kuasi eksperimen (*Experimental Research*). Desain analisis penelitian ini yaitu rancangan faktoria; 2 x 2. Pada penelitian ini peserta didik menjadi sampel dikategorikan kedalam 2 kelompok. Kelompok pertama yaitu kelompok peserta didik yang memperoleh tindakan model *Flipped Classroom* Terintegrasi *cooperative Learning* serta kelompok kedua yaitu kelompok yang tidak mendapatkan perlakuan (pembelajaran tradisional). Dalam penelitian ini, hasil belajar ekonomi menjadi variabel kriteria/dependent. Data yang diperoleh dianalisis dengan aplikasi SPSS 25. Teknik analisis data yang digunakan adalah anava 2 jalur. Berdasarkan hasil analisis data, terdapat perbedaan yang signifikan antara model *flipped classroom* terintegrasi *cooperative learning* dengan model pembelajaran konvensional pada kelas eksperimen dan kelas kontrol yang dilihat dari nilai sig. $0,028 < 0,05$ pada taraf *alpha* 5% ,dapat disimpulkan bahwa terdapat pengaruh interaksi model pembelajaran *flipped classroom* terintegrasi *cooperative learning* dan *self directed learning* dalam mempengaruhi hasil belajar siswa pada mata pelajaran ekonomi.

Kata Kunci : *flipped classroom, cooperative learning, self directed learning*

ABSTRACT

Anastasya Siringo Ringo, Nim 7183341013, The Influence of Flipped Classroom Learning Models Integrated Cooperative Learning and Self Directed Learning on Student Learning Outcomes in Economics Subject Class XI IPS SMA Negeri 3 Sibolga. Thesis, Department of Economics, Economics Education Study Program, Faculty of Economics, State University of Medan.

The problem in this study is the lack of maximum student learning outcomes in class XI economics at SMA Negeri 3 Sibolga. This study aims to determine the effect of applying the flipped classroom learning model integrated cooperative learning and self-directed learning on the learning outcomes of students in class XI IPS at SMAN 3 Sibolga. This research was conducted at SMA Negeri 3 Sibolga, the population in this study were all students of class XI majoring in Social Sciences with a total of 168 students, the sampling technique used purposive sampling, which is a sampling technique in accordance with certain considerations. So that the number of samples is 68 students. The research method used is quasi-experimental (Experimental Research). The design of this research analysis is factoria design; 2 x 2. In this study the students as samples were categorized into 2 groups. The first group is the group of students who get the Flipped Classroom Integrated Cooperative Learning model action and the second group is the group that doesn't get any treatment (traditional learning). In this study, the results of studying economics became a criterion/dependent variable. The data obtained were analyzed using the SPSS 25 application. The data analysis technique used was 2-way ANOVA. Based on the results of data analysis, there was a significant difference between the flipped classroom model integrated cooperative learning and conventional learning models in the experimental class and control class as seen from the sig value . 0.028 <0.05 at the alpha level of 5%, it can be concluded that there is an interaction effect of the flipped classroom learning model integrated with cooperative learning and self-directed learning in influencing student learning outcomes in economics subjects.

Keywords: flipped classroom, cooperative learning, self-directed learning