

ABSTRAK

Henni Dalimunthe, NIM 4183321006 (2022). Penerapan Model Pembelajaran *Flipped Classroom* Berbantuan *Moodle* untuk Meningkatkan Hasil Belajar Fisika Siswa di MAS Muallimin Univa Medan.

Penelitian ini bertujuan untuk mengetahui penerapan model pembelajaran *flipped classroom* berbantuan *moodle* untuk meningkatkan hasil belajar fisika siswa di MAS Muallimin Univa Medan. Jenis penelitian quasi exsperimen dengan desain *two group pretest-posttest*. Pengambilan sampel dilakukan dengan teknik *simple random sampling* dengan mengambil dua kelas dari empat kelas yang masing-masing berjumlah 36 siswa yaitu X MIA 3 sebagai kelas kontrol dan X MIA 4 sebagai kelas eksperimen. Instrumen penelitian yang digunakan terdiri dari instrumen tes berupa soal objektif untuk menilai hasil belajar siswa. Hasil penelitian menunjukkan bahwa nilai rata-rata *pretest* kelas eskperimen diperoleh 31,11 dan nilai rata-rata *pretest* kelas kontrol diperoleh 28,33. Nilai rata-rata *posttest* kelas eksperimen diperoleh 77,78 dan nilai rata-rata *posttest* kelas kontrol diperoleh 60,74. Rata-rata peningkatan hasil belajar siswa berdasarkan uji n-gain pada kelas eksperimen yaitu 0,70 dan masuk kategori tinggi. Berdasarkan hasil penelitian dapat disimpulkan bahwa model pembelajaran *flipped classroom* berbantuan *moodle* dapat meningkatkan hasil belajar fisika siswa.

Kata kunci : *flipped classroom*, *moodle*, hasil belajar.



ABSTRACT

Henni Dalimunthe, NIM 4183321006 (2022). *Application of the Moodle-Assisted Flipped Classroom Learning Model to Improve Students' Physics Learning Outcomes at MAS Muallimin Univa Medan.*

This study aims to determine the application of the moodle-assisted flipped classroom learning model to improve student physics learning outcomes at MAS Muallimin Univa Medan. This type of research is quasi-experimental with a two group pretest-posttest design. Sampling was done using simple random sampling technique by taking two classes from four classes, each of which amounted to 36 students, namely X MIA 3 as the control class and X MIA 4 as the experimental class. The research instrument used consisted of test instruments in the form of objective questions to assess student learning outcomes. The results showed that the average value of the experimental class pretest was 31,11 and the control class's average pretest was 28,33. The average posttest value for the experimental class was 77,78 and the control class posttest average was 60,74. The average increase in student learning outcomes based on the n-gain test in the experimental class is 0.70 and is in the high category. Based on the results of the study, it can be concluded that the Moodle assisted flipped classroom learning model can improve students' physics learning outcomes.

Key words: *flipped classroom, moodle, learning outcomes.*

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