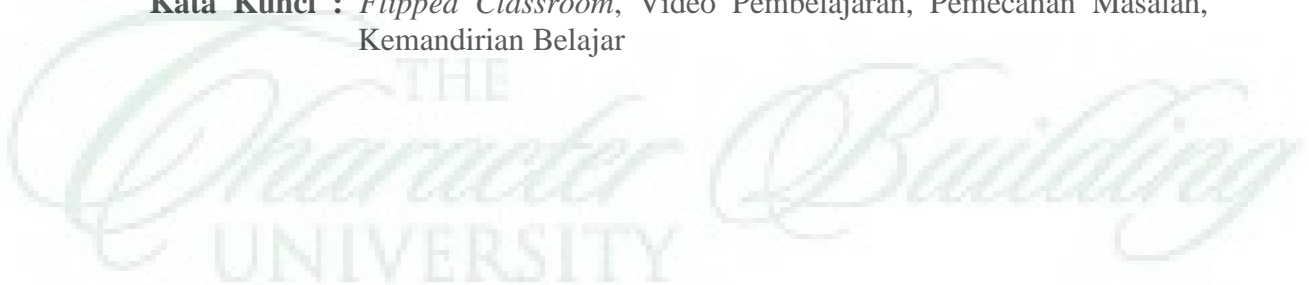# ABSTRAK

Elsa Auliza, NIM 4183111079 (2023). Pengaruh Model Pembelajaran *Flipped Classroom* Tipe *Peer Instruction Flipped* Berbantuan Video Pembelajaran Terhadap Kemampuan Pemecahan Masalah dan Kemandirian Belajar.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *flipped classroom* tipe *peer instruction flipped* berbantuan video pembelajaran terhadap kemampuan pemecahan masalah dan kemandirian belajar siswa. Jenis penelitian ini adalah *Quasi Experimental* dengan desain *Nonequivalent Control Group Design*. Populasi penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 1 Perbaungan yang terdiri dari 9 kelas. Sampel pada penelitian ini adalah kelas VIII – 4 sebagai kelas eksperimen dengan 30 siswa yang diajarkan menggunakan model pembelajaran *flipped classroom* tipe *peer instruction flipped* berbantuan video pembelajaran dan kelas VIII – 5 sebagai kelas kontrol dengan 30 siswa yang diajarkan menggunakan model pembelajaran langsung. Instrumen pada penelitian ini berupa tes dan angket yang telah diuji kelayakan / kualitasnya, adapun uji yang dilakukan yaitu uji validitas, uji reliabilitas, uji tingkat kesukaran, dan uji daya pembeda. Sebelum dilakukan uji hipotesis, terlebih dahulu dilakukan uji normalitas dan uji homogenitas. Setelah data berdistribusi normal dan homogen, selanjutnya dilakukan pengujian hipotesis menggunakan uji *T-test independent*. Setelah dilakukan pengujian data kemampuan pemecahan masalah diperoleh *Sig. (2-tailed)* sebesar $0,000 < 0,05$, maka Ho ditolak dan Ha diterima. Selanjutnya dilakukan pengujian data kemandirian belajar diperoleh nilai *Sig. (2-tailed)* sebesar $0,001 < 0,05$, maka Ho ditolak dan Ha diterima. Maka disimpulkan bahwa model *flipped classroom* tipe *peer instruction flipped* berbantuan video pembelajaran berpengaruh positif dan signifikan terhadap kemampuan pemecahan masalah dan kemandirian belajar. Berdasarkan uji *cohen's* diperoleh bahwa model pembelajaran *flipped classroom* tipe *peer instruction flipped* berbantuan video pembelajaran berpengaruh sebesar 86% terhadap kemampuan pemecahan masalah siswa dan berpengaruh sebesar 82% terhadap kemandirian belajar siswa.

Kata Kunci : *Flipped Classroom*, Video Pembelajaran, Pemecahan Masalah, Kemandirian Belajar

ABSTRACT

Elsa Auliza, NIM 4183111079 (2023). The Effect of Learning Models *Flipped Classroom* Type *Peer Instruction Flipped* Assisted Learning Videos on Problem Solving Ability and Independent Learning.

The purpose of this study was to determine the effect of the learning model *flipped classroom* type *peer instruction flipped* assisted learning videos on problem solving abilities and student learning independence. This type of research is *Quasi Experimental* by design *Nonequivalent Control Group Design.* The population of this research is all class students VIII SMP Negeri 1 Perbaungan consisting of 9 classes. The sample in this study was class VIII – 4 as an experimental class with 30 students who were taught using a learning model *flipped classroom* type *peer instruction flipped* assisted learning videos and class VIII – 5 as a control class with 30 students who were taught using a direct learning model. The instruments in this study were tests and questionnaires that had been tested for feasibility/quality, while the tests carried out were validity tests, reliability tests, difficulty level tests, and discrimination tests. Before testing the hypothesis, the normality test and homogeneity test were first carried out. After the data is normally distributed and homogeneous, then the hypothesis is tested using a *independent t-test.* After testing the data problem solving ability is obtained *Sig. (2-tailed)* of $0.000 < 0.05$, then Ho is rejected and Ha is accepted. Furthermore, testing the independence of learning data obtained values *Sig. (2-tailed)* of $0.001 < 0.05$, then Ho is rejected and Ha is accepted. So it is concluded that the model *flipped classroom* type *peer instruction flipped* video-assisted learning has a positive and significant effect on problem-solving abilities and learning independence. Based on test *cohen's* obtained that the learning model *flipped classroom* type *peer instruction flipped* assisted learning videos have an effect of 86% on students' problem-solving abilities and an effect of 82% on student learning independence.

Keywords :*Flipped Classroom*, Learning Videos, Problem Solving, Independent Learning