

ABSTRAK

Lusia Milenia Pratiwi, 2022. Pengaruh Implementasi Model Pembelajaran *Flipped Classroom* Berbantuan *LMS Edmodo* Terhadap *Self Regulated-Learning* dan Hasil Belajar Matematika Siswa Kelas VII SMPN 1 Moyudan Tahun Pelajaran 2021/2022 pada Materi Perbandingan.

Self regulated-learning dan hasil belajar merupakan hal penting yang perlu diperhatikan oleh siswa. Upaya yang dapat dilakukan untuk meningkatkan *self regulated-learning* dan hasil belajar siswa adalah dengan mengimplementasikan model pembelajaran *Flipped Classroom* berbantuan *LMS Edmodo*. Oleh karena itu, penelitian ini bertujuan untuk: 1) mengetahui pengaruh dari implementasi model pembelajaran *Flipped Classroom* berbantuan *LMS Edmodo* terhadap *self regulated-learning* siswa kelas VII SMPN 1 Moyudan pada materi perbandingan, dan 2) mengetahui pengaruh dari implementasi model pembelajaran *Flipped Classroom* berbantuan *LMS Edmodo* terhadap hasil belajar matematika siswa kelas VII SMPN 1 Moyudan pada materi perbandingan.

Penelitian ini merupakan penelitian kuantitatif dengan pendekatan *quasi experimental design*. Desain penelitian yang digunakan dalam penelitian ini adalah *nonequivalent control group design*. Penelitian mengambil tempat di SMP N 1 Moyudan. Sampel penelitian ini adalah kelas VII C dan VII D tahun ajaran 2021/2022. Instrumen pengumpulan data yang digunakan adalah lembar soal *posttest*, catatan lapangan aktivitas *Edmodo*, dan kuesioner *self regulated-learning* akhir dan awal. Teknik pengumpulan data adalah dokumentasi, tes, dan penyebaran kuesioner. Data nilai PAS yang digunakan untuk mengetahui kemampuan siswa mengenai materi prasyarat perbandingan dianalisis secara statistik deskriptif, data hasil belajar siswa dianalisis dengan uji ANCOVA, data *self regulated-learning* dianalisis dengan uji Mann-Whitney, dan data hasil refleksi siswa dianalisis dengan spiral analisis data.

Setelah dilakukan analisis data, diperoleh dua hasil temuan, yaitu 1) model pembelajaran *Flipped Classroom* berbantuan *LMS Edmodo* tidak berpengaruh positif secara signifikan terhadap hasil belajar siswa kelas VII SMP N 1 Moyudan tahun ajaran 2021/2022 pada materi perbandingan, dan 2) model pembelajaran *Flipped Classroom* berbantuan *LMS Edmodo* tidak berpengaruh positif secara signifikan *self regulated-learning* siswa kelas VII SMP N 1 Moyudan tahun ajaran 2021/2022 pada materi perbandingan. Hal yang diduga menjadi penyebab model pembelajaran *Flipped Classroom* berbantuan *LMS Edmodo* tidak berpengaruh positif secara signifikan terhadap *self regulated-learning* dan hasil belajar matematika siswa pada materi perbandingan adalah kemampuan prasyarat siswa yang masih sangat rendah, kebiasaan menyontek, kurangnya keaktifan belajar siswa, rendahnya motivasi belajar siswa, dan kurangnya pengawasan dari orang dewasa.

Kata kunci: *self regulated-learning*, hasil belajar, *Flipped Classroom*, *Edmodo*, perbandingan

ABSTRACT

Lusia Milenia Pratiwi, 2022. The Effect of the Implementation of the Flipped Classroom Learning Model Assisted by Edmodo LMS on Self-Regulated-Learning and Mathematics Learning Outcomes for Class VII Students of SMPN 1 Moyudan in the Academic Year 2021/2022 on Ratio Material.

Self-regulated learning and learning outcomes are important things that need to be considered by students. Efforts that can be made to improve self-regulated learning and student learning outcomes are to implement the Flipped Classroom learning model assisted by LMS Edmodo. Therefore, this study aims to: 1) determine the effect of the implementation of the Flipped Classroom learning model assisted by Edmodo LMS on the self-regulated learning of seventh-grade students of SMPN 1 Moyudan on ratio material, and 2) determine the effect of the implementation of the Flipped Classroom learning model assisted by Edmodo LMS on the mathematics learning outcomes of seventh-grade students of SMPN 1 Moyudan on ratio material.

This research is a quantitative research with a quasi-experimental design approach. The research design used in this study was a nonequivalent control group design. The research took place at SMP N 1 Moyudan. The sample of this research is class VII C and VII D in the academic year 2021/2022. The data collection instruments used were posttest question sheets, field notes on Edmodo activities, and initial and final self-regulated learning questionnaires. Data collection techniques are documentation, tests, and questionnaires. The PAS score data used to determine students' abilities regarding comparative prerequisite materials were analyzed descriptively, student learning outcomes data were analyzed using the ANCOVA test, self-regulated learning data were analyzed using the Mann-Whitney test, and student reflection data were analyzed using spiral data analysis.

After analyzing the data, two findings were obtained, such as 1) the Flipped Classroom learning model assisted by Edmodo LMS did not have a significant positive effect on the learning outcomes of class VII students of SMP N 1 Moyudan for the academic year 2021/2022 on ratio material, and 2) the Flipped Classroom learning model assisted by Edmodo LMS did not have a significant positive effect on self-regulated learning of class VII students of SMP N 1 Moyudan for the academic year 2021/2022 on ratio material. The thing that is suspected to be the cause of the Flipped Classroom learning model assisted by LMS Edmodo does not have a significant positive effect on self-regulated learning and students' mathematics learning outcomes on ratio material are students' prerequisite abilities that are still very low, cheating habits, lack of student activity, low student motivation, and lack of supervision from adults.

Keywords: *self-regulated-learning, learning outcomes, Flipped Classroom, Edmodo, ratio*