ABSTRAK

EFEKTIVITAS MODEL PEMBELAJARAN *FLIPPED CLASSROOM* TERHADAP PEMAHAMAN PESERTA DIDIK PADA MATERI GAYA ANTARMOLEKUL KELAS X SMA

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Proses pembelajaran di kelas sangat mempengaruhi pemahaman konsep peserta didik terhadap suatu materi. Salah satu hal yang mempengaruhi adalah pemilihan model pembelajaran yang tepat. Materi yang dianggap sulit oleh peserta didik yaitu gaya antarmolekul yang ditunjukkan dengan nilai ulangan harian yang masih rendah. Tujuan dari penelitian ini adalah untuk mengetahui efektivitas penggunaan model pembelajaran *flipped classroom* terhadap pemahaman peserta didik pada materi gaya antarmolekul kelas X dan respon peserta didik terhadap penggunaan model pembelajaran *flipped classroom*. Jenis penelitian yang digunakan adalah *Pre-Experimental* dengan desain penelitian yang digunakan yaitu *One-Group-Pretest-Posttest*. Instrumen penelitian yang digunakan berupa lembar observasi, soal *pretest-posttest*, lembar angket, dan lembar wawancara. Penentuan sampel berdasarkan uji normalitas dan uji homogenitas. Sampel penelitian adalah peserta didik kelas X MIPA 3 yang berjumlah 36 orang. Uji hipotesis penelitian ini menggunakan uji *wilcoxon*. Hasil analisis menunjukkan (1) nilai signifikan atau Asymp.Sig. (2-tailed) bernilai 0,000. Hal ini menunjukkan bahwa 0,000 lebih kecil dari 0,05 sehingga H_i diterima dan H_o ditolak yang berarti penggunaan model pembelajaran *flipped classroom* efektif untuk meningkatkan pemahaman peserta didik; (2) hasil analisis indikator pemahaman peserta didik yaitu 86,12% yang termasuk dalam kategori sangat tinggi; (3) hasil observasi peserta didik yaitu 89,70% yang termasuk dalam kategori sangat baik; (4) hasil analisis angket respon peserta didik yaitu 76,53% yang termasuk dalam kategori sangat baik. Hasil penelitian ini menunjukkan bahwa model pembelajaran *flipped classroom* yang sudah diterapkan efektif, dilihat dari nilai hasil *pretest* dan *posttest* dan indikator pemahaman konsep pada materi gaya antarmolekul serta penggunaan model pembelajaran *flipped classroom* pada materi gaya antarmolekul mendapatkan respon yang sangat baik dari peserta didik.

Kata kunci: *flipped classroom*, pemahaman, respon peserta didik, gaya antarmolekul

ABSTRACT

THE EFFECTIVENESS OF THE FLIPPED CLASSROOM LEARNING MODEL ON STUDENTS' UNDERSTANDING ON INTERMOLECULAR FORCES OF 10th GRADE OF HIGH SCHOOL

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The learning process in the classroom greatly affects the understanding of students' concepts of a subject. One of the things that affect is the selection of the right learning model. The subject that was considered difficult by students was the intermolecular forces which was indicated by the low daily test scores. The purpose of the research was to find out the effectiveness of the use of the flipped classroom learning model on students' understanding of Tenth Grade intermolecular forces and students' feedback to the use of the flipped classroom learning model. The type of research used was Pre-Experimental with the research design used was One-Group-Pretest-Posttest. Research instruments used were observation sheets, pretest-posttest questions, questionnaires, and interview sheets. Determination of the sample based on the normality test and homogeneity test. The research samples were 36 students of 10th Grade MIPA 3. The hypothesis test of the research using wilcoxon test. The results of the analysis showed (1) significant value or Asymp.Sig. (2-tailed) was worth 0,000. This shows that 0,000 is smaller than 0,05 so that Hi is accepted and Ho is rejected which means the use of the flipped classroom learning model was effective to improve students' understanding;(2) the result of the indicator of students' understanding analysis was 86,12% which is included in the very high category; (3) the result of the students' observation sheets analysis was 89,70% which is included in the very good category; (4) the result of the students' feedback questionnaires analysis was 76,53% which is included in the very good category. The result of the research showing that flipped classroom learning model that had been applied was effective, judging by the result of the pretest and the posttest, indicator of understanding the concept of intermolecular forces, and the use of flipped classroom learning model on intermolecular forces received very good feedback.

Keywords: flipped classroom, understanding, students' feedback, intermolecular forces.