

## ABSTRACT

**Nareswari, M.M. L. P. (2023).** *The perceptions of ELESP students towards the implementation of flipped learning in increasing self-efficacy & active participation.* Yogyakarta: Universitas Sanata Dharma.

The Covid-19 pandemic has changed the way teacher presented the learning process. The possibility to continue having face-to-face learning was quite obstructed. The educators use technology like Learning Media System (LMS) and flipped learning method to support the continuity of learning process. Flipped learning provides the opportunity for students to learn independently anywhere and anytime. Independence in learning is considered important since it is correlated with self-efficacy. Hence, as an instructional method that can promote the students' independencies, flipped learning can also enhance the students' self-efficacy.

This study aimed to examine the students' perceptions of flipped learning implementation to enhance their self-efficacy and active participation. To construct the problems, two research questions has been developed: (1) How is flipped learning implemented in the classroom? (2) To what extent does implementing flipped learning enhance ELESP students' self-efficacy and active participation in the classroom?

This research used the quantitative research method, more precisely, the survey method. The data was gathered by completing the questionnaires that were expected to be filled by Sanata Dharma ELESP student batch 2019 and 2020. There were two kinds of questions: (1) the close-ended questions, which acted as the primary source of data used by the researcher (2) open-ended questions, which acted as supporting data for a deeper study.

The findings showed that most participants agreed with the statements in the questionnaire. The number of participants who chose "Agree" in every statement is more than or equal to 50% of all participants who responded. In addition, 71.42% participants said they enjoyed the learning process with the help of flipped learning. Thus, the result concluded that the participants positively perceived that flipped learning implementation can increase their self-efficacy and active participation.

**Keywords:** *flipped learning, self-efficacy, active participation*

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*Peristiwa pandemi Covid-19 telah mengubah cara guru menyajikan kegiatan pembelajaran. Peluang untuk melanjutkan pembelajaran secara tatap muka menjadi cukup terhambat. Tenaga pendidik menggunakan teknologi seperti Learning Media System (LMS) dan metode flipped learning untuk mendukung keberlangsungan proses pembelajaran. Flipped learning menyediakan kesempatan bagi siswa untuk belajar secara mandiri di mana pun dan kapan pun. Kemandirian dalam belajar merupakan hal yang penting karena memiliki korelasi dengan self-efficacy. Oleh sebab itu, metode instruksional seperti flipped learning yang dapat mempromosikan kemandirian siswa, juga dapat meningkatkan self-efficacy siswa.*

*Tujuan dari penelitian ini difokuskan untuk mengetahui persepsi siswa terhadap implementasi dari flipped learning untuk meningkatkan self-efficacy dan active participation mereka. Peneliti telah mengembangkan dua rumusan masalah: (1) Bagaimana implementasi flipped learning di dalam kelas? (2) Sampai sejauh mana implementasi flipped learning dapat meningkatkan self-efficacy dan active participation dari siswa di dalam kelas?*

*Penelitian ini menggunakan metode penelitian kuantitatif yang lebih tepatnya menggunakan metode survei kuesioner. Data telah diambil melalui kuesioner yang telah diisi oleh mahasiswa PBI Sanata Dharma angkatan 2019 dan 2020. Terdapat dua jenis pertanyaan di dalam kuesioner: (1) pertanyaan close-ended yang menjadi data utama dalam penelitian ini (2) pertanyaan open-ended yang berperan menjadi data tambahan untuk analisis yang lebih mendalam.*

*Temuan dari penelitian ini menunjukkan bahwa mayoritas partisipan setuju dengan pernyataan yang tersedia di kuesioner. Jumlah partisipan yang memilih opsi "Setuju" di setiap pernyataan berjumlah sama atau lebih dari 50% dari total keseluruhan partisipan yang merespon. Selain itu, 71.42% partisipan mengungkapkan bahwa mereka lebih menikmati proses pembelajaran dengan menggunakan flipped learning. Dengan demikian, dapat disimpulkan bahwa partisipan dari penelitian ini memiliki persepsi yang positif terhadap implementasi flipped learning dalam meningkatkan self-efficacy dan active participation.*

**Kata kunci:** flipped learning, self-efficacy, active participation

