

**ABSTRAK**

**PENERAPAN *FLIPPED CLASSROOM* DENGAN MODEL *PROBLEM BASED LEARNING* UNTUK MENINGKATKAN PARTISIPASI BELAJAR, KEMANDIRIAN BELAJAR, DAN HASIL BELAJAR PESERTA DIDIK**

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Penelitian ini merupakan penelitian tindakan kelas yang bertujuan untuk: 1) meningkatkan partisipasi belajar, 2) meningkatkan kemandirian belajar, dan 3) meningkatkan hasil belajar.

Penelitian dilaksanakan di SMK Negeri 1 Yogyakarta pada bulan Mei-Juni 2023. Subjek penelitian adalah 20 siswa kelas X BDP 2. Objek penelitian adalah partisipasi belajar, kemandirian belajar, dan hasil belajar. Teknik pengumpulan data yang digunakan adalah observasi, kuesioner, dan tes tertulis. Analisis data deskriptif kualitatif digunakan untuk menggambarkan partisipasi belajar, kemandirian belajar, dan hasil belajar selama mengikuti kegiatan pembelajaran. Analisis data kuantitatif digunakan dalam menghitung perolehan dari skor *pretest*, *posttest*, dan kuesioner.

Hasil analisis data menunjukkan bahwa: 1) penerapan *flipped classroom* dengan model *problem based learning* dapat meningkatkan partisipasi belajar, 2) penerapan *flipped classroom* dengan model *problem based learning* dapat meningkatkan kemandirian belajar, dan 3) penerapan *flipped classroom* dengan model *problem based learning* dapat meningkatkan hasil belajar.

**Kata kunci:** *flipped classroom*, *problem based learning*, partisipasi belajar, kemandirian belajar, hasil belajar, penelitian tindakan kelas

**ABSTRACT**

**IMPLEMENTATION OF FLIPPED CLASSROOM USING  
PROBLEM BASED LEARNING MODEL TO IMPROVE STUDENT  
LEARNING PARTICIPATION, LEARNING INDEPENDENCE, AND  
LEARNING OUTCOMES**

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*This research is a classroom action research aimed at: 1) to improve learning participation, 2) to improve learning independence, and 3) to improve learning outcomes.*

*Research was conducted in SMK Negeri 1 Yogyakarta in May-June 2023. The research subjects were 20 students of class X BDP 2. While the objects of the research were learning participation, learning independence, and learning outcomes. The data collection techniques were observation, questionnaire, and written test. Qualitative descriptive data analysis is used to describe learning participation, learning independence, and learning outcomes while participating in learning activities. Quantitative data analysis was used to calculate the gain from pretest, posttest, and questionnaire scores.*

*The results of data analysis that: 1) the implementation of flipped classroom using problem based learning model was able to improve learning participation, 2) the implementation of flipped classroom using problem based learning model was able to improve learning independence, and 3) the implementation of flipped classroom using problem based learning model was able to improve learning outcomes.*

**Keywords:** *flipped classroom, problem based learning, learning participation, learning independence, learning outcomes, classroom action research*