

Flipped Learning Model Classroom Influence on Student Economic Learning Outcomes

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Abstract

This study aims to determine. (1) The average student learning outcomes in the experimental class X economics subject at MA (Islamic Senior High School) DAARUL FALAH SERANG, to find out the average student learning outcomes in the economics subject class X Experiment (2) achieve classical completeness more than 75%. (3) Knowing that there is a significant difference between the average learning outcomes of students in the experimental class and the control class in Economics at MA DAARUL FALAH SERANG. This research is a quasi-experimental research with a non-equivalent control group design (pretest-posttest) pattern. The population in this study is class X MA DAARUL FALAH Serang students which consists of 4 classes, with the sample used is 2 classes. Data collection techniques using tests in the form of Pretest and Posttest. The analysis technique uses analysis (1) prerequisite test consisting of normality test, and homogeneity test, (2) hypothesis testing consisting of One Sample T Test, One Sample Binomial, Independent Sample T Test and also (3) testing the validity of the instrument with method of testing validity, reliability, discriminating power, level of difficulty, and item analysis. The results of this study indicate that the research obtained by researchers in experimental class X at MA DAARUL FALAH that (1) the average high learning outcomes of students in Economics subjects before being taught with the flipped classroom learning model is 63.14 and after that 80.23. (2) The research found that the classical mastery of students in the experimental class exceeded 75%, which was 83%. Where the number of students who passed the KKM before using the flipped classroom learning model, after the flipped classroom learning model was carried out in the experimental class the number of students who passed the KKM increased to 29 students because in the learning process the material and learning objectives were directed and the material was conveyed well, students paid attention and understand classroom learning, and affect student learning outcomes. (3) This shows an increase in significant increase in Economics learning outcomes between the experimental class and the control class at MA DAARUL FALAH SERANG.

Keywords : Flipped Classroom ; Learning Outcomes.

INTRODUCTION

Education is not a luxury anymore in this era of globalization. Education is one of the basic needs for nation building. The progress of a nation depends on the quality of education in the nation. If the quality of education is good, then the nation is likely that the country is progressing. On the other hand, if education is of poor quality, it is certain that the country will not be able to compete with other countries. To be able to advance this nation, we need future generations who are capable and ready to compete. Of course, this can be achieved with the support of good quality education. In the Republic of Indonesia law number 20 of 2003 concerning the National education (SISDIKNAS) chapter II Article 3 states that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, faithful, capable, creative, independent, and become a democratic and responsible citizen. According to PA Samuelson (Putong, 2013:3), economics is a study of how people and society make choices, or without the use of money by using limited resources but can be used in various ways to produce various types of goods and in the future people and community groups.

The core competence of the knowledge dimension in high school students is understanding factual, conceptual, procedural, and metacognitive knowledge in science, technology, art, and culture with insight into humanity, nationality, state, and civilization related to the causes and impacts of phenomena and events. (Permendikbud No. 54. 2013). Core competencies in the knowledge dimension will be measured through student learning outcomes using tests.

Economics learning outcomes for students can be achieved optimally if the teacher applies the appropriate learning model. According to Yulietri et al (2015), Flipped Classroom is a teaching and learning model that is not as usual where before the learning process in class begins, students learn subject matter at home and teaching and learning activities in class are in the form of working on assignments, discussing material or questions that students do not understand. Lemmer in Wolff & Chan (2016) defines Flipped Classrooms as an inverted class (inverted classrooms). This model was born from the consideration that in the traditional model, students usually enter class confused about

some of the obstacles they encountered in their homework the night before. The teacher will spend approximately the first 25 minutes doing warm-up activities to overcome these obstacles, and then presenting new learning content for 30 to 45 minutes. Then spend time in class with independent assignments or projects or activities in the laboratory. In addition, Roehl, Reddy & Shannon (2013); Phillips & Trainor (2014) and Muzyka & Luker (2016) added that in Flipped Classroom has an essential component, namely active learning or active learning learning. His ideas and ideas come from a constructivist approach to learning theory which is based on the assumption that everyone must actively build their knowledge in order to learn. According to Schmidt & Ralph (2016) Flipped Classroom gives more time for hands activities on, investigation and analysis learning materials which can make students active in learning. The learning model must be inspiring, interesting, fun, challenging, motivate students to participate actively, and provide sufficient space for student initiative, creativity, and independence in accordance with Government Regulation of the Republic of Indonesia number 19 years 2005 about Standard National Education Chapter IV Standard Process Article 19. The use of the learning model is also a supporting factor in learning. Based on results from Observations at Madrasah Aliyah Daarul Falah, Kopo sub-district, can be obtained that The economic learning process is still teacher-centered. The learning process used by the lecture method is to record the material on the blackboard, so based on this, teaching and learning activities still seem monotonous so that student's motivation to learn is low.

Not only that, The learning problems in the school that were encountered were about the lack of time they had to convey a lot of material, one of which was on the subject of Economics. Then students are less active in learning, and the lack of enthusiasm of students in learning does not provide opportunities for students to express their opinions and students' potential. So that the learning process has an impact on the learning outcomes obtained. Based on the initial survey through the study of documenting student test scores, it was proven that only 25% of students reached the KKM of 75 from result 137 student population.

Considering the problems above, it is urgently needed solution by utilizing an attractive learning model and in accordance with the student's character, so that students are motivated in learning so that students are active and creative in the learning process

and the teacher plays a role in paying attention and directing students, one solution is the application of the flipped learning model. classroom on economics subjects. Because in this economic subject there is a lot of material that is conveyed so that it takes a longer time in the learning process take place. According to Walsh (2016) Flipped Classroom is a learning model in which students before studying in class learn the material first at home according to the assignments given by the teacher. According to Tucker (2012) in Flipped Classroom, students use their time in the classroom to work through problem-solving, discuss important concepts, and be actively involved in collaborative learning. Ash (2012) stated that the application of this model has increased the overall interaction among students and between students and teachers.

According to Damayanti and Utama (2016) Flipped . Model Classroom provides what is generally done in class and what is generally done as homework is then reversed or swapped. In the flipped learning model Classroom requires learning media that can be used as intermediaries to convey material to students outside the classroom by utilizing currently developed technology, namely in the form of videos containing supporting material made by the teacher before the face-to-face meeting is held. Moreover, according to Yulietri et al (2015), flipped Classroom is a model where the teaching and learning process is not like in general, namely in the learning process students learn subject matter at home before class starts and teaching and learning activities in class are in the form of doing assignments, discussing material or problems that students have not understood.

This is also in line with what previous studies have conducted, including the inspiration of Minggu, Rusli, and Nurul Fildzah Zatalini (2018), Olga Neviani (2020), Wawan Suhendra (2020), stating that there is an influence of the flipped learning model. classroom on student learning outcomes. With the result that economic subjects are taught using the Flipped learning model Classroom learning outcomes are larger, group learning outcomes of students who have a positive attitude about economic subjects compared to being taught using conventional learning models.

Flipped learning model classroom is a model that focuses learning on students (student center), and learning models that utilize the development of information and technology (ICT). This learning model is an inverted learning model, where the process of providing material can be seen by students through learning videos, and powerpoints given

by teachers. Regarding the flipped learning model classroom , the researcher will conduct experimental research with the title "The Effect of Flipped Learning Model " classroom on Economics Learning Outcomes of Class X Students at MA Daarul Falah Serang Banten”

RESEARCH METHOD

Research is basically an activity or a systematic process for solving problems which is carried out by applying the scientific method. The goal of all scientific endeavors is to explain, predict and/or control phenomena. This goal is based on the assumption that all behavior and events are orderly and that all effects have a known cause . The third main element contained in the research approach is the specific method of data collection and analysis in the study (Emzir , 2011)

The approach used in this research is Quasi Experiment which aims to compare two different treatments to research subjects. In addition, the reason the researcher uses this type of research is because the researcher wants to know the extent of the Flipped Learning Model This classroom can improve student learning outcomes by using an unusual learning model, it can be seen how far students ' independence is built. Quasi . research Experiments aim to obtain information which is an approximation to information that can be obtained by actual experiments in conditions that do not allow to control or manipulate all relevant variables, Cholid Narbuko & Abu Achmadi (melyani Sari S, 2015).

RESULTS AND DISCUSSION

1. Average Learning Outcomes After using the Flipped Learning Model Classroom in Class X Economics at MA Daarul Falah Serang

Based on the research results obtained in class X Economics before being taught with the Flipped learning model classroom is 63.14 while after being taught using the flipped learning model classroom obtained the results of 80.23. And the Output One Sample t Test is if the sig value at the output one sample t test > 0.05 (5%) means that H_0 is accepted and H_1 is rejected. If the value of sig < 0.05 (5%) means that H_0 is rejected and H_1 is accepted. Based on the output results one sample test above the value of sig $0.001 < \text{sig value of } 0.05$ (5%) which means that H_0 is rejected and H_1 is accepted. This is because the previous

learning process activities focused on the teacher, the less varied learning process activities still use the lecture method, besides that students are less active in learning, so it is very influential on the low learning outcomes of Economics students at MA DAARUL FALAH SERANG.

After applying the Flipped learning model classroom students become active in learning activities, students can express opinions or ideas in front of the class, learning activities become interesting and easy to understand, and are active in discussions, so that it affects the average learning outcomes of Class X Experimental Economics at MA DAARUL FALAH SERANG.

From the results of the research above, it can be concluded that the *flipped* model *classroom* so students can work together, discuss each other, responsible, able to use technology well, and encourage each other to excel. In the Flipped learning model Classroom students are required to have responsibility and be active in learning activities. Based on the results of the research experienced by researchers during the research process and also experienced by previous researchers, there was a change in students who were more active in the class, so that every discussion that was passed went well as expected, then there was a change in students' enthusiasm for learning and also an increase in student learning outcomes. This statement was reinforced by Wawan Suhendar (2020) with the title The Effect of the Flapped Learning Model classroom on student learning outcomes in basic electromechanical work subjects for class x TITL SMK TA 2019/2020 that there is a difference in learning outcomes in the experimental class, which is 85.93 higher than the control class, which is 73.55.

Then it was strengthened by research by Rantika Khumaira et al. 2020 The Effect of the Flipped Learning Model Classroom on Students' Chemistry Learning Outcomes on Buffer Solution Material at MAN 5 Bengkulu City. The results showed that there were average learning outcomes. The average pretest and posttest scores obtained were 60.1 and 80.0. research shows that the application of the flipped learning model influential classroom positive on learning outcomes and able to improve student chemistry learning outcomes on buffer solution material in class XI MIPA 5 SMAN 5 Bengkulu City in the 2018/2019 academic year.

2. Classical Mastery of Learning Outcomes after Learning Using the Flipped Model Classroom on Economics Subject Class X Experiments at MA DAARUL FALAH SERANG.

Based on the results of the study, it was obtained that the students' classical mastery achievement in the experimental class more than 75% but 83% . Exact value sig (1-tailed) of 0.192 then H_0 is accepted, namely the classical completeness of learning outcomes after using flipped learning classroom in the Economics subject Class X Experiments at MA Daarul Falah Serang Banten more than 75% and the observed value of KKM prop is 0.83 (83%) and not KKM is 17 (17%). where the number of students who passed the KKM before using the Flipped model No class room passed the KKM , after the flipped learning model was carried out classroom Experiment Class the number of students who passed the KKM increased to 29 because in the learning process the material and learning objectives were directed and the material was conveyed well. All students pay attention and understand learning in class, and it affects student learning outcomes. Not only that, with learning activities using the Flipped model Classroom students have greater motivation for learning because participating students become more active in the learning process and make the atmosphere of learning activities more varied, so they can use technology well in learning and not be boring. Classical completeness of learning outcomes using the flipped learning model classroom is H_0 is accepted because the value obtained is 0.192. and the observed value of KKM prop is 0.83 (83%) and not KKM by 17 (17%).

This is reinforced by Syaiful Bhari (2012:23) learning outcomes, namely the results obtained in the form of impressions that result in changes in the individual as a result of activity in learning. Meanwhile, according to Joyce and Well , 1996 (in Asep jihad 2013: 8) states that "Teaching " is helping students find information, skills, ideas, values and ways of thinking and with the right ways of learning must be done.

3. Significant Differences between Economics Learning Outcomes for Class X Experiment and Control Class at MA Daarul Falah Serang

Based on the results of the research obtained by the researchers, there was a significant difference in the increase in Economic Learning Outcomes between the experimental class and the control class at MA DAARUL FALAH SERANG, in where is the *Flipped* learning

model *Classrom* uses very effective learning videos to encourage students to learn to think critically and be able to solve problems. The attention of students becomes more participatory, argues, learning is more interactive, and generates motivation and enthusiasm in ongoing learning. It can be seen from the average obtained after being given posttest questions, the experimental class obtained an average of 80.23 while the control class obtained an average of 79.71. Output group statistically, the increase in learning outcomes for the experimental class was 80.23 and the control class was 79.71. *Output Independent Sample Test*, as a guide to acceptance of the hypothesis. if the value of sig on the output independent sample test > 0.005 then H_0 is accepted and H_1 is rejected, if < 0.005 then H_0 is rejected and H_1 is accepted. Output result independent sample test showing sig $0.821 > 0.005$ then H_0 is accepted and H_1 is rejected.

Furthermore, it was also strengthened by previous researchers that had been carried out by Nova Khairani (2021:58). that the *flipped learning model classroom* can affect the science learning outcomes of class VII students at SMP IT Al-Hijrah Medan. This is indicated by the high scores of students in the experimental class compared to the control class, and it is proven to improve student learning outcomes, because students are more motivated. in study and have a good discussion. research conducted by Zulfa Zaida Muslimawati,

Endang Surahman, Dani Ramdani 2020 entitled The Effect of the Flipp Learning Model ed Classroom on Student Learning Outcomes on Excretion System Material. There are significant learning outcomes that show the test results show a significant number of 0.000 with a probability of $= 0.05$. Based on results study can be concluded that. There is an influence model *Flipped learning Classroom* on student learning outcomes on the excretory system material in class XI MIPA, one of the public high schools in Tasikmalaya.

CONCLUSION

1. Average Learning Outcomes After Using the *Flipped Learning Model Classroom*

Flipped learning model Classroom Economics subject at MA Daarul Falah Serang that the average high student learning outcomes obtained 80.23. And the output result one sample test above the value of sig $0.001 < \text{sig value of } 0.05$ (5%) which means that H_0 is rejected and H_1 is accepted. Where the results of class X MA Daarul Falah economics

subject after being taught with quasi-type research learning model experiment *flipped classroom is not equal to 75*, but 80.23 or more than 75. This shows a very good reason because the minimum completeness criteria for students at MA Daarul Falah exceeds the minimum completeness criteria after using the flipped learning model classroom is going up.

2. Classical Completeness Learning Outcomes After Learning Using *Flipped Classroom*

Based on the results of research conducted by researchers in class X students at MA DAARUL FALAH SERANG, it can be concluded that classical completeness learning outcomes for students in Experimental Class X at MA DAARUL FALAH SERANG after using the flipped learning model The classroom is in a good category, where the results of the initial research are none of the students who passed the KKM. After using the Flipped learning model classroom shows the classical completeness of student learning outcomes in the Economics subject in class X Experiments at MA Daarul Falah Serang, namely 83, exceeding the KKM 75%.

3. The Difference in Significant Increase in Student Learning Outcomes between Class X Experiment and Control

Based on the results of research conducted by researchers at MA Daarul Falah Serang, it can be concluded that there is a significant difference between the experimental class X and the control X class. The research was conducted to get an average result where the experimental class and control class, the results were higher in the experimental class . This is very good because there is a good influence in the experimental class which is taught using the *flipped learning model classroom* the increase in learning outcomes is higher, compared to being taught by the *direct learning model smaller instructions* .

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