

PENINGKATAN HASIL BELAJAR PESERTA DIDIK PADA PEMBELAJARAN TEMATIK TERPADU MENGGUNAKAN MODEL *FLIPPED CLASSROOM* DI KELAS V SDN 176/IV KOTA JAMBI

Khairana Fadhilla, Universitas Negeri Padang, Sumatera Barat

E-mail: khrnfdhl@gmail.com

Reinita, Universitas Negeri Padang, Sumatera Barat

E-mail: reinita.rei04@gmail.com

Abstract

This research purpose to improve student learning outcomes in thematic learning using Flipped Classroom model in class V SDN 176/IV JAMBI CITY. This research is Classroom Action Research, subjects in this study are teachers and students of grade V there are 8 male students and 8 female students. The results showed an increase, : a) the results of RPP observations in first cycle 81%, in second cycle 97%. b) the results of teacher activity in first cycle are 78.5%, in second cycle 93%. c) the results of student activity in first cycle are 78.5%, in second cycle 93%.

Keywords: Learning Outcomes, Flipped Classroom Approach.

Abstrak

Penelitian ini bertujuan meningkatkan hasil belajar peserta didik pada pembelajaran tematik menggunakan model Flipped Classroom di kelas V SDN 176/IV KOTA JAMBI. Penelitian ini merupakan Penelitian Tindakan Kelas, subjek dalam penelitian ini adalah guru dan peserta didik kelas V dimana peserta didik laki-laki sebanyak 8 orang dan peserta didik perempuan 8 orang. Hasil penelitian menunjukkan peningkatan yaitu: a) hasil pengamatan RPP pada siklus I 81%, meningkat pada siklus II menjadi 97%. b) hasil aktivitas guru pada siklus I 78,5%, meningkat pada siklus II menjadi 93%. c) hasil aktivitas peserta didik pada siklus I 78,5%, meningkat pada siklus II menjadi 93%.

Kata kunci: Hasil Belajar, Model Flipped Classroom.

INTRODUCTION

Thematic integrated learning is oriented to help students become active, motivated to learn, independent,

and generate interest, concern, and participation. According to the objectives of the 2013 curriculum, Fadhillah (2014), in order to be come

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independent, loyal, knowledgeable, and creative human potential and to become democratic and responsible citizens, he states.

In elementary schools, thematic learning is currently referred to, which focuses on several subjects as so as to provide students with meaningful experiences by directly experiencing them and connecting them to their concepts (Trianto, 2017) According to Rusman (2015), integrated thematic learning is based on content from several subjects as that are packaged in the form of themes, and is learning that combines and integrates.

Same with the opinion (Reinita & Effendi, 2019) Integrated thematic learning is intended to help students become active in their learning and develop their potential, as it is a concept of learning that emphasizes student activity in learning. This is in line with Rusman (2015) opinion that careful consideration should be given to planning in order to be helpful in achieving educational goals.

The results of the researcher's observations and interviews with 5th grade teachers at SD Negeri 176/IV Jambi City, conducted from March 23, 2022 to March 25, 2022, indicate that the school was implementing the 2013 curriculum that implemented thematic integrated learning. However, It was found that the field practice was not in line with the expectations of integrated thematic learning, which requires

students to be active and proactive in the learning process.

The results of the observations related to the learning plan have several problems, namely, 1) students during the pandemic period rarely meet face to face, so teachers do not use learning methods that can improve students' learning outcomes, 2) students cannot follow learning as well as students with low student learning outcomes, and 3) the learning media is fixed, the teacher's book before it changes and only uses the teacher's book.

In terms of teachers in the implementation of learning, there are several problems, namely 1) teachers are more dominant in teaching (teacher centers), 2) teachers are not involving students in learning to the maximum, 3) teachers are not innovating the methods and models to use during learning to the maximum, 4) teachers are not innovating through audiovisual media to the maximum 4) the teacher is not maximally independent of the students in finding learning through audio visual media.

From the above conditions, it follows that 1) the learning activities are not involving the students to the maximum so that the creativity of the student is not seen 2) the students during the learning process become bored and not all active 3) the students in understanding the subject matter do not fully comprehend 4) the students do not have maximum communication

among friends 5) The learning activities are still focused on the teacher, the student as the only listener, while in integrated theme learning the student needs to learn independently, or the student becomes the center of learning (student center).

This cannot be left alone, it needs to use and apply a learning model that is more effective and engages more students to be more active, creative, fun, and able to think critically when addressing problems through group work. Therefore, researchers use thematic learning in the Flipped Classroom learning model.

In general, according to Hasanudin & Fitriarningsih (2018), the flipped classroom learning model reverses the way students learn in the classroom, where reversal means that students read and study at home by first watching videos so that the teacher does not explain or instruct during class. It means.

In the inverted classroom learning model, students first study at home and then discuss the study material at school. The teacher provides learning resources, such as learning videos and assignments for students to do at home at the previous meeting, and students can take notes or ask questions about anything they don't understand while studying at home, which they can then discuss together at school. The teacher's role in learning at school is to guide students so that they are actively and independently engaged in learning!

In order for the implementation of learning to be directed, it is necessary to adapt to the learning steps Bergman and Sams (2012: 79) describe the following steps to be able to implement the flipped classroom model in learning: 1) Teach students how to watch the video and interact with it. 1) Teach students how to watch and interact with the video; 2) Ask students to watch the video at home about the material they will be learning in the next meeting; 3) Question and answer learning from the previously watched video; 4) Ask students interesting questions during the class; 5) Give students assignments individually and in groups; 6) Ask students to help each other; 7) Draw conclusions from the lesson conducted. Drawing conclusions from the lessons conducted.

According to Ulya, Isnarto, & Rochmad (2019), the advantages of the flipped classroom learning model are that: a) students have time to study at home before the teacher provides the material in class, thus honing their independence. b) students can study the material in their comfort zone, c) when students experience difficulty with the work receive full attention from the teacher. d) Students can learn from a variety of learning content, both videos, books, and websites.

Syarhoh, Siddik, & Mulawarman (2022), The use of audio visual media in learning can encourage students to study more intensively. This is because audio visual media make it easier for students to understand abstract

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concepts, more of the lessons provided. It also makes it easier for them to remember the content of the lessons. These standards help students write anecdotally on a regular basis. Since audio visual media already includes text, audio, graphics, and video. Using audio visual media in the learning process diversifies the process of information transfer to students and diversify the process.

Based on the above, the researcher would like to conduct a classroom practice study entitled "Improving Student Learning Outcomes in Thematic Integrated Learning Using Learning Models Flipped Classroom in class V SDN 176/IV Jambi City."

RESEARCH METHODS

Type of research used in Classroom Action Research (CAR). Classroom action research is research conducted by teachers to improve the way they teach in their classrooms so that student learning outcomes are improved. According to Trianto (2017), classroom action research is research conducted by teachers in their own classrooms through self-reflection to improve performance so that student learning outcomes are improved. It is research conducted for the purpose of improving; according to Arikunto (2019), classroom action research is the examination of learning activities in the form of actions that are intentionally posed and taken together in the classroom.

From the above description, we can say that classroom action research is research conducted by teachers in their classrooms with the goal of improving the way they approach teaching and enhancing student learning outcomes in their classrooms.

The flow of this classroom action research takes the form of an iterative cycle with four major activity phases: planning phase, action implementation phase, observation phase, and reflection phase. (1) planning, (2) execution, (3) observation, and (4) reflection". This study will be conducted in two cycles, Cycle 1 and Cycle 2. Meetings will be limited if there is a visible improvement in student learning outcomes.

This study was conducted in Class V SD Negeri 176/IV Jambi City during the January-June period of the 2021/2022 school year. The study is counted from planning to reporting the study results. The study was conducted in two cycles, with the first cycle having its first meeting on Tuesday, May 31, 2022, and the second cycle having its first meeting on Friday, June 03, 2022. The second cycle was then held on Monday, 06/06/2022. The target population of this study was 16 teachers and students from Class V SD N 176/IV Jambi, 8 boys and 8 girls, enrolled in the 2022/2023 school year.

This activity will be carried out by the practitioner-researcher and the observer-fifth grade teacher. The activities to be conducted are as follows

There searcher will study Theme 8 of Class V in SD N 176/IV Jambi City using the flipped classroom model Bergman and Sams (2012: 79) state that the following several steps will be implemented to enable the implementation of the flipped classroom model in learning: 1) Teach students how to watch and interact with the video. 1) Teach students how to view and interact with the video; 2) Ask students to watch the video at home to learn about the material to be covered in the next meeting; 3) Question and answer session Study the previously viewed video; 4) Ask students interesting questions during class; 5) Give individual or group assignments; 6) Ask students to help each other; 7) Draw conclusions from the lesson conducted Draw conclusions from the class. After wards, conduct a reflection. The results are used to improve the next stage of the program. This was done by a 5th grade teacher in SD N 176/IV Jambi City as an observer as the researcher implemented Theme 8 using the flipped classroom model.

Reflection takes place after one cycle of action has taken place. During this phase, the researcher and observer discuss the actions applied in the study. Any deficiencies during the implementation of the study are corrected in the next cycle. In order to achieve the learning outcomes to be achieved for the students. The data for this study are qualitative and quantitative data. The qualitative data were obtained from the evaluation

results of the learning implementation plan and the learning implementation process related to teacher and student activities. And quantitative data obtained from the learning outcomes of Theme 8 using the flipped classroom model. It includes data on planning, implementation, and student learning outcomes.

The source of the research data is the implementation process and student learning outcomes of theme learning through the flipped classroom model for 5th grade students in SD N 176/IV Jambi City, including the learning plan, learning implementation (teacher and student activities during the learning process), and learning assessment activities. Data were obtained from teachers and students of a 5th grade class in SD N 176/IV Jambi City.

Data for this study were collected using analytical, observational, testing and non-testing documents. The data collection instruments used in this study were the RPP assessment sheet, teacher and student activity observation sheets and question sheets, and the attitude journal and skills assessment rubric.

The data obtained in this study were analyzed using qualitative and quantitative data analysis. Qualitative data analysis is data analysis with consideration given since data collection until all data was collected. Quantitative data analysis, on the other hand, relates to student learning outcomes in the form of numbers.

According to Kunandar (2010), in conducting classroom activity research, the data that can be collected by there searcher include(i) quantitative data, i.e., values of learning outcomes, and (ii) qualitative data, i.e., an overview of students 'understanding of the subject matter, attitudes, student activities in learning, attention, enthusiasm in learning, confidence, motivation to learn, etc. The data are considered to be information in the form of sentences that can be used to provide an overview of the data.

RESULTS AND DISCUSSION

Cycle I

The theme used in the first cycle of meeting 1 is Theme 8 (Our Friends The theme used in the first cycle of Conference 1 was Learning 4 of Theme 8 (Our Fellow Environment) Sub-Theme1 (Man and the Environment). The subjects related to Study 4 are Indonesian language, civics, and society. The plan is prepared for one class session on Tuesday, May 31, 2022, allotted no more than 6 x 35 minutes.

The action planning for the second Cycle I is the same as the planning for the first Cycle I. The RPP will be prepared and the researcher will analyze each basic competency that will be developed in the Teacher's Book and Student Book of the 2013Curriculum V Group Theme 8 Semester II. This lesson plan was developed for the time the study was conducted; it was planned

for one meeting (6 x 35 minutes) or one day of study on Friday, June 03, 2022.

The study materials for the first cycle of Conference 2 were obtained from teacher books, student books, the Internet, and related supplementary books. In accordance with Learning4 of Theme 8 "Fellowship Environment" Sub-Theme 2 "Environmental Change", the subjects related to Learning 4 were Indonesian language, PPKn, Core Competencies (KI) in Social Sciences, Basic Competencies (KD), indicators, learning objectives, learning materials, learning activities, media and learning resources, learning methods and models, and evaluation, and more.

Based on the observer's observation of the researcher, the RPP evaluation sheet for the first cycle of Conference 1 was well qualified (C) with a value of 75% for the first cycle of Conference 1, obtaining 27 points and a maximum of 36 points. The observer's observation of the researcher showed that the RPP evaluation sheet for the first cycle of meeting 2 was 31 points, compared to a maximum score of 36 points, with a value of 86% for the first cycle of meeting 2, with good qualification (B).

Based on the observations of the researchers observers, in the first cycle of the RPP evaluation sheet, the percentage value obtained an average value of 81% with as at is factory qualification (B). Based on the observer's observations of the researcher's activities in learning cycle

I, the total score was 20 out of 28. Thus, the value percentage of this teacher activity is 71%. This indicates that the teacher's success criteria in the implementation of thematic learning is included in the adequate qualification (C).

According to the observer's observation of the researcher's activity in Learning Cycle I Meeting 2, the teacher received 24 points out of a total score of 28 points. Thus, the percentage of value of this teacher activity is 86%. This indicates that the success criteria of the teacher in the implementation of thematic learning are included in the good qualities (B).

Therefore, the observers' observation of the teachers' activities conducted by the researcher in Learning Cycle I obtained an average of 78,5% in the percentage of values. This shows that the success criteria of the teachers in implementing the learning of Theme 8 are included in the good qualities (B). The assessment of the students' learning outcomes in the process of learning Theme 8 using the flipped classroom model in the first cycle of Conference 1 obtained a completeness percentage of 69%. The number of students who completed the course was 11. In the first cycle of meeting 2, the completion rate was 81%. The number of students who completed the course was 13. Based on the observations made in the first cycle, the percentage was 74%.

Based on the reflections of the first cycle, it was determined that the

learning objectives expected in the first cycle were not adequately met. Therefore, in order to improve the learning process of Theme 8 using the flipped classroom model, the researcher will focus on the deficiencies found in Cycle I and continue them in Cycle II. Deficiencies found in Cycle I will be corrected in Cycle II.

Cycle II

Based on the results of the analysis of Cycle I, the success rate of the study has not achieved the desired goal, which is attributed to the lack of systematization in the implementation of the established plan. Therefore, the study was continued in Cycle II. (Our Friends Environment) Study 4 of sub-theme 3 (Environmental Conservation Initiatives) correctly uses the flipped classroom model. This lesson plan was developed according to the time the study was conducted; it was planned for one session (6 x 35 minutes) or one study day on Saturday, April 10, 2021.

The implementation of the second cycle of Theme 8 (Fellowship Environment) and Study 6 of Sub-Theme 3 (Environmental Conservation Efforts) was conducted on Saturday, April 10, 2021. In the implementation, the researcher acted as teacher and the 5th grade home room teacher as observer. The implementation of the study consisted of: a) preliminary activities, b) core activities consisting of flipped classroom model steps, and c) closing activities.

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Based on the observations made by the observers to the researcher, the RPP evaluation sheet for the second cycle received a score of 35 on a 36 point scale, resulting in a very good qualification (SB) with a score of 97% for the second cycle. This indicates that the teacher's success criteria for implementing Learning Theme 8, the

The learning plan for the second cycle does not differ significantly from the learning plan for the first cycle. The lesson plans are still designed with Theme 8 and included in the very good qualification (SB). The evaluation of the students' learning outcomes in the learning process Theme 8 using the flipped classroom model in the second cycle has resulted in a 90% completion rate. The number of students who have completed the program is 15.

Observations of the Learning Theme 8 Cycle II, which was implemented in terms of both planning, implementation, and learning outcomes, show that theme learning has increased and is in line with expectations. From these results, it can be concluded that the study in Cycle II met the expected standards. Therefore, it was decided to terminate the study in Cycle II and not continue it in the next cycle.

Discussed in the previous chapter and explained by the researcher. Regarding how to implement the Theme 8 study in a flipped classroom model. From the implementation of the Theme 8 study, (1) the percentage of

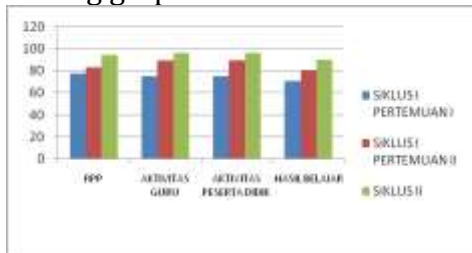
lesson plans in the first cycle was 81%, (2) the percentage of teacher activities in the implementation of the first cycle was 78.5%, (3) the percentage of student activities in the implementation of the first cycle was 78.5%, (4) the percentage of learning outcomes in the first cycle was 74%, (5) The percentages of teacher's RPP in second cycle were 97%, (6) the percentage of teacher activities in the implementation of the second cycle was 93%; (3) the percentage of student activities in the implementation of the second cycle was 93%; and (4) the percentage of learning outcomes in the second cycle was 90%.

CONCLUSION

From the results of the survey and discussion, it can be concluded that the evaluation of RPP observations in the second cycle has increased from the first learning cycle. In Cycle I, the average planned value increased from 81% for qualification (B) to 97% for qualification (A) in Cycle II. This indicates that the planning of study implementation from Cycle I to Cycle II has increased. These observations indicate that learning planning through the flipped classroom model in Theme 8 increased from Cycle I to Cycle II.

Observations made using the observation sheet indicate that teacher and student activities have increased, although the implementation of learning has not been maximized. The implementation rate of teacher and

student activities increased from an average of 78,5% (eligibility (B)) in the first cycle to 93% (eligibility(A)) in the second cycle. In other words, we can say that the implementation rate of thematic integrated learning through the flipped classroom model based on teacher and student activities has increased from the first cycle to the second cycle. This can be seen in the following graph:



Student learning outcomes in thematic learning with Flipped Classroom in Class V SD N 176/IV in Jambi City have increased in each cycle. In the first cycle, the mean of knowledge and skills was 74 with adequate qualification (C) and in the second cycle it increased, i.e. the mean of knowledge was obtained and skills were 90 with very good qualification (A). Thus, judging from the knowledge and skills acquired by the students using the flipped classroom model, we can say that the implementation of this study was a success as it improved the learning outcomes of the students.

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