

ABSTRAK

Huda, M. (2020). *Implementasi Blended Learning Menggunakan Model Flipped Classroom di Tengah Pandemi Covid-19: Peran Teknologi di Era Generasi Z*. Skripsi. Program Studi Pendidikan Matematika STKIP PGRI Sidoarjo. Dosen Pembimbing: 1) Risdiana Chandra Dhewy, M.Si. 2) Eka Nurmala Sari Agustina, M.Pd.

Kata Kunci: Implementasi, Blended Learning, Flipped Classroom, Covid-19, Learning Management System, Generasi Z.

Blended learning merupakan kombinasi antara pembelajaran tatap muka dan pembelajaran online dengan bantuan teknologi informasi dan komunikasi. Salah satu model pembelajaran yang diterapkan ketika melaksanakan *student centered learning* berbasis *blended learning* adalah model *flipped classroom*, yaitu apa yang biasanya dilakukan di kelas kini dilakukan di rumah dan sebaliknya. Pembelajaran matematika dengan model *flipped classroom* memberikan kesempatan kepada siswa untuk belajar sesuai dengan gaya belajarnya, kapan saja dan dimana saja. Penelitian ini bertujuan untuk mengetahui aktivitas guru, siswa, pencapaian hasil belajar serta respons siswa terhadap pembelajaran menggunakan model *flipped classroom*. Metode yang digunakan adalah deskriptif kuantitatif menggunakan desain *one-shot case study* dengan subjek 7 siswa dari kelas X IPS-1 SMA Persatuan Tulangan. Teknik pengumpulan data menggunakan observasi pembelajaran, tes hasil belajar berupa *post test* dan penyebaran angket respons siswa. Observasi pembelajaran digunakan untuk mengetahui keterlaksanaan pembelajaran berdasarkan aktivitas guru dan siswa, sedangkan tes hasil belajar untuk mengetahui penguasaan siswa setelah dilaksanakan pembelajaran. Angket respons untuk memperoleh data respons siswa terhadap pembelajaran yang telah dilaksanakan. Dari hasil observasi aktivitas guru dalam mengelola pembelajaran sangat baik yaitu 84,37%. Kemudian siswa merespons positif terhadap penerapan pembelajaran. Hasil observasi aktivitas siswa pada pembelajaran asinkron melalui LMS Kelase, siswa aktif selama proses pembelajaran yaitu memperoleh 83% tetapi pada saat pembelajaran sinkron di grup WA aktivitas siswa hanya memperoleh persentase 66,1% dengan kriteria cukup aktif. Dari hasil belajar siswa dalam *blended learning* menggunakan *flipped classroom* materi trigonometri, ketuntasan hasil belajar secara klasikal memperoleh sebesar 71,43%, maka secara klasikal dinyatakan belum tuntas dengan persentase ketuntasan klasikal $\leq 75\%$.

ABSTRACT

Huda, M. (2020). Implementation of Blended Learning Using the Flipped Classroom Model in the Middle of the Covid-19 Pandemic: The Role of Technology in the Era of Generation Z. Thesis. Mathematics Education Study Program STKIP PGRI Sidoarjo. Supervisor: 1) Risdiana Chandra Dhewy, M.Si. 2) Eka Nurmala Sari Agustina, M.Pd.

Keywords: Implementation, Blended Learning, Flipped Classroom, Covid-19, Learning Management System, Generation Z.

Blended learning is a combination of face-to-face learning and online learning with the help of information and communication technology. One of the learning models applied when implementing blended learning-based student centered learning is the flipped classroom model, where what is usually done in class is now done at home and vice versa. Learning mathematics with the flipped classroom model provides opportunities for students to study according to their learning style, anytime and anywhere. This research aims to determine the activities of teachers, students, achievement of learning outcomes and student responses to learning using the flipped classroom model. The method used is descriptive quantitative using a one-shot case study design with the subject of 7 students from class X IPS-1 SMA Persatuan Tulangan. The technique of collecting data used learning observations, learning outcomes tests in the form of post tests and distributing student response questionnaires. Learning observations are used to determine the implementation of learning based on teacher and student activities, while learning outcomes tests are used to determine student mastery after learning is carried out. Response questionnaire to obtain student response data to the learning that has been implemented. From the results of observations of teacher activities in managing learning very well, namely 84.37%. Then the students responded positively to the application of learning. The results of observations of student activities in asynchronous learning through LMS Kelase, students are active during the learning process, namely obtaining 83% but during synchronous learning in the WA group, student activity only gets a percentage of 66, 1% with sufficiently active criteria. From the student learning outcomes in blended learning using flipped classroom trigonometric material, classical learning completeness was 71.43%, so classically it was declared incomplete with a classical completeness percentage of $\leq 75\%$.