# ABSTRAK

## EFEKTIVITAS MODEL PEMBELAJARAN *FLIPPED CLASSROOM* DALAM MENINGKATKAN KETERAMPILAN PROSES SAINS PADA MATERI KOLOID

**Oleh**

**ROSYA MAYOLA**

Penelitian ini bertujuan untuk mendeskripsikan efektivitas model pembelajaran *flipped classroom* dalam meningkatkan keterampilan proses sains pada materi koloid. Metode penelitian yang digunakan yaitu *quasi-experimental* dengan *pretest-posttest control grup design*. Populasi dalam penelitian ini yaitu seluruh siswa kelas XI IPA MAN 2 Bandar Lampung Tahun Ajaran 2023/2024. Pengambilan sampel pada penelitian ini menggunakan teknik *purposive sampling*, sehingga terpilih kelas XI IPA 5 sebagai kelas kontrol dan kelas XI IPA 2 sebagai kelas eksperimen. Hasil penelitian menunjukkan bahwa rata-rata n-*Gain* keterampilan proses sains di kelas eksperimen sebesar 0,71 lebih tinggi dibandingkan kelas kontrol yaitu 0,45. Hasil pengujian hipotesis dengan uji *Independent Sample T-test* menunjukkan bahwa terdapat perbedaan rata-rata n-*Gain* yang signifikan antara kelas eksperimen yang menerapkan model *flipped classroom* dan kelas kontrol yang menerapkan pembelajaran konvensional, sehingga model pembelajaran *flipped classroom* efektif dalam meningkatkan keterampilan proses sains pada materi koloid.



Kata kunci: *flipped classroom*, keterampilan proses sains, koloid

## ABSTRACT

## THE EFFECTIVENESS OF FLIPPED CLASSROOM LEARNING MODEL IN IMPROVING SCIENCE PROCESS SKILLS ON COLOID MATERIAL

**By**

**ROSYA MAYOLA**

This study aims to describe the effectiveness of the flipped classroom learning model in improving science process skills on colloidal material. The research method used was quasi-experimental with pretest-posttest control group design. The population in this study were all students of class XI IPA MAN 2 Bandar Lampung in the academic year 2023/2024. Sampling in this study used purposive sampling technique, so that XI IPA 5 class was selected as the control class and XI IPA 2 class as the experimental class. The results showed that the average gain of science process skills in the experimental class was 0.71 higher than the control class which was 0.45. The results of hypothesis testing using the Independent Sample T-test showed that there was a significant difference in the average n-Gain between the experimental class that applied the flipped classroom model and the control class that applied conventional learning, so that the flipped classroom learning model was effective in improving science process skills on colloidal material.



Keywords: flipped classroom, science process skills, colloids