ABSTRAK

PERBANDINGAN MODEL PEMBELAJARAN *DIRECT INSTRUCTION* DAN MODEL PEMBELAJARAN *FLIPPED CLASSROOM* TERHADAP HASIL BELAJAR PADA MATERI SISTEM KOMPUTER

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Penelitian ini bertujuan untuk membandingkan hasil belajar Informatika antara siswa yang mengikuti pembelajaran dengan model *Direct Instruction* dan siswa yang mengikuti pembelajaran dengan model *Flipped Classroom* berbasis *Google Classroom*. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian eksperimen semu (*quasi experiment*) dan desain *non-equivalent pretest–posttest control group design*. Populasi penelitian meliputi seluruh siswa kelas X Jurusan Teknik Konstruksi Pembangunan (TKP) SMK Negeri 02 Bandar Lampung Tahun Pelajaran 2025/2026 yang berjumlah 65 siswa dan seluruhnya dijadikan sebagai sampel penelitian. Kelas X TKP 1 diterapkan model *Direct Instruction*, sedangkan kelas X TKP 2 diterapkan model *Flipped Classroom* berbasis *Google Classroom*. Instrumen penelitian berupa tes hasil belajar kognitif berbentuk pilihan ganda yang telah diuji validitas dan reliabilitasnya. Data dianalisis menggunakan statistik deskriptif dan statistik inferensial. Hasil uji normalitas menunjukkan bahwa data tidak berdistribusi normal, sehingga pengujian hipotesis dilakukan menggunakan uji nonparametrik Mann–Whitney U. Hasil analisis menunjukkan nilai Asymp. Sig. (2-tailed) > 0,05, sehingga tidak terdapat perbedaan yang signifikan pada hasil belajar Informatika antara kedua kelompok. Berdasarkan hasil tersebut, dapat disimpulkan bahwa model *Direct Instruction* dan *Flipped Classroom* berbasis *Google Classroom* sama-sama mampu meningkatkan hasil belajar Informatika siswa.

Kata kunci: *Direct Instruction, Flipped Classroom, Google Classroom,* hasil belajar Informatika.

ABSTRACT

COMPARISON OF THE DIRECT INSTRUCTION LEARNING MODEL AND THE FLIPPED CLASSROOM LEARNING MODEL ON LEARNING OUTCOMES IN COMPUTER SYSTEMS MATERIAL

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This study aims to compare Informatics learning outcomes between students taught using the Direct Instruction model and those taught using the Flipped Classroom model based on Google Classroom. The research employed a quantitative approach with a quasi-experimental design, specifically a non-equivalent pretest–posttest control group design. The research population consisted of all tenth-grade students of the Building Construction Engineering (TKP) department at SMK Negeri 02 Bandar Lampung in the 2025/2026 academic year, totaling 65 students, all of whom were included as the research sample. Class X TKP 1 was taught using the Direct Instruction model, while Class X TKP 2 applied the Flipped Classroom model based on Google Classroom. The research instrument was a multiple-choice cognitive learning outcomes test that had been validated and tested for reliability. Data were analyzed using descriptive and inferential statistics. The normality test results indicated that the data were not normally distributed; therefore, hypothesis testing was conducted using the non-parametric Mann–Whitney U test. The analysis results showed that the Asymp. Sig. (2-tailed) value was greater than 0.05, indicating no significant difference in Informatics learning outcomes between the two instructional models. Thus, it can be concluded that both learning models are equally effective in improving students' Informatics learning outcomes.

Keywords*: Direct Instruction, Flipped Classroom, Google Classroom, Informatics learning outcomes.*