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Skripsi

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PENGARUH *FLIPPED CLASSROOM MODEL* BERBANTUAN *VIDEO INTERAKTIF* TERHADAP PEMAHAMAN KONSEP IPS SISWA KELAS V SEKOLAH DASAR

Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui seberapa baik siswa kelas V SD Wujud Kasih Ungaran. Dan SD Kristen Bandarjo memahami ide-ide kunci setelah dipaparkan dengan Flipped Classroom Model berbantuan Video Interaktif Metodologi yang digunakan bersifat kuantitatif dan berbentuk percobaan yaitu Quasi Experimental Design dengan *Pre-test Post-test Design*. Seluruh siswa kelas V SD Wujud Kasih Ungaran dan SD Kristen Bandarjo. dijadikan sebagai sampel penelitian. Metode tes dan non- tes (termasuk observasi, wawancara tidak terstruktur, dan dokumentasi gambar/foto) digunakan untuk mengumpulkan informasi. Regresi Linear Sederhana dan Independent Sample T-Tests digunakan untuk menganalisis data. Temuan penelitian ini menunjukkan bahwa (1) terdapat perbedaan yang signifikan antara kelas kontrol dan kelas eksperimen dalam hal pemahaman konsep siswa (ditunjukkan dengan Independent Sample T-Test, pada taraf signifikansi $0,005 < 0,05$); dan (2) penerapan Flip Classroom model berbantuan Video Interaktif berpengaruh positif pada pemahaman konsep siswa (ditunjukkan dengan Uji Regresi Linier Sederhana, pada taraf signifikansi $0,023 < 0,05$). Agar ada dampak positif pada pemahaman ide-ide kunci siswa melalui penerapan metodologi flipped classroom model berbantuan video interaktif

Kata Kunci: Pemahaman Konsep, *Video Interaktif*, *Flipped Classroom Model*

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Final Project

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***THE INFLUENCE OF THE FLIPPED CLASSROOM MODEL ASSISTED
WITH INTERACTIVE VIDEO ON THE UNDERSTANDING OF SCIENCE
CONCEPTS CLASS V PRIMARY SCHOOL***

Abstrak

This study examines the effect of the Flipped Classroom model assisted by interactive videos on the conceptual understanding of social studies (IPS) among fifth-grade students at SD Wujud Kasih Ungaran. A quantitative method in the form of an experimental study, specifically a Quasi-Experimental Design with a Pre-test Post-test Design, was employed. The experimental group (SD Wujud Kasih Ungaran) and the control group (SD Kristen Bandarjo) were selected as the research sample. Both test and non-test methods (including observation, unstructured interviews, and photo/documentation) were used to collect data. Simple Linear Regression and Independent Sample T-Tests were used for data analysis. The findings of this study indicate that (1) there is a significant difference between the control and experimental groups in terms of students' conceptual understanding (as shown by the Independent Sample T-Test, with a significance level of $0.005 < 0.05$); and (2) the implementation of the Flipped Classroom model assisted by Interactive Videos has a positive effect on students' conceptual understanding (as shown by the Simple Linear Regression Test, with a significance level of $0.023 < 0.05$). In conclusion, the use of the flipped classroom model assisted by interactive videos can positively impact students' understanding of key concepts.

Keywords: *Conceptual Understanding, Interactive Video, Flipped Classroom Model*