The Use of Online-Based Flipped Classroom Learning Models in Increasing Student Interest and Learning Outcomes

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Article Info	Abstract
	This study aims to describe students' interests and learning outcomes with the online-based Flipped Classroom learning model. The research model used was classroom action research with two cycles, each cycle consisting of planning, implementation, monitoring and reflection. Collecting research data using a questionnaire technique, observation and evaluation tests in each cycle. The analysis technique used is qualitative and quantitative data analysis. The results showed that the application of the online-based Flipped Classroom learning model was able to increase student learning interest in distance learning and student learning outcomes also experienced progress in mastery (KKM) 42.86% in pre-action, 68.57% in the initial action of cycle I and 85 .71% completed in cycle I.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan minat dan hasil belajar siswa dengan model pembelajaran Flipped Classroom berbasis online. Model penelitian yang digunakan adalah penelitian tindakan kelas dengan dua siklus yang masing masing siklus terdiri dari perencanaan, pelaksanaan, pengamanatan dan refleksi. Pengumpulan data penelitian ini menggunakan Teknik angket, observasi dan tes evaluasi pada setiap siklus. Teknik Analisa yang digunakan yaitu analisis data kualitatif dan kuantitatif. Hasil penelitian menunjukan bahwa penerapan model pembelajaran Flipped Classroom berbasis online mampu meningkatkan minat belajar siswa pada pembelajaran jarak jauh serta hasil belajar siswa juga mengalami perkembangan ketuntasan (KKM) 42,86% pada pra tindakan, 68,57% pada Tindakan awal siklus I dan 85,71% tuntas pada siklus I.
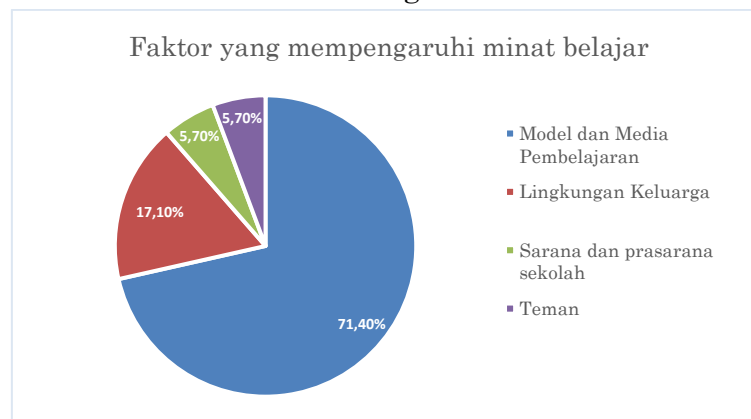
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PRELIMINARY

Technological developments have an important role in various fields. Technology was created for human life. Along with the development of technology, the need for social life is increasing, of course, in utilizing technology, especially digital technology. The changes that occur also affect the perspective and learning practices of the world of education today.

The development of digital era education allows students to gain unlimited knowledge quickly and easily. Not only making a physical contribution as a learning tool, digital technology in education has a multidimensional concept, namely trying to provide learning facilities and improve performance by creating, using, managing processes and appropriate technological resources. (Suryaningsih, 2022)

Distance Learning (PJJ) is a learning system without face-to-face meetings between educators and students, assisted by internet network support (Abidin et al., 2020). Yunitasari and Hanifah show that distance learning greatly influences students' interest in learning, students feel bored because they do not meet their friends and teachers face to face (Yunitasari & Hanifah, 2020). Not only interest in learning, distance learning also affects student learning outcomes. According to Ningtiyas, the main goal expected in learning activities is to achieve maximum student learning outcomes (Ningtiyas & Surjanti, 2021) but this is not easy for students to achieve during distance learning. Several factors influence students' learning interest in distance learning including internal factors and external factors. Based on the results of pre-research conducted by researchers, there are several factors that influence students' interest in learning in class XI as follows:

Faktor yang mempengaruhi minat belajar

- Model dan Media Pembelajaran
- Lingkungan Keluarga
- Sarana dan prasarana sekolah
- Teman

71,40% | 17,10% | 5,70% | 5,70%

Sumber: Data diolah oleh Peneliti

Based on the data obtained from distributing the questionnaires, there are several factors that cause students' interest in learning to be low. The factor with the lowest percentage is the factor namely friends by 5.7% and school infrastructure by 5.7% The next factor that influences student interest is the family environment by 17.1% and the last factor that gets the highest percentage is the model factor and the teacher's learning media use by 71.4%. With this it can be said that the learning models and media used by educators greatly influence students' interest in teaching and learning activities. This agrees with (Anggara and Abdillah 2019) which states that learning supporting factors are teachers who are creative by applying learning with various methods, strategies, learning models and media. Furthermore, the selection of teaching methods must also be able to foster student interest so that learning outcomes can be maximized.

One of the creative learning models that can be used is the Flipped Classroom learning model. In general, the Flipped Classroom learning model consists of two learning activities, namely inside the classroom and outside the classroom (Ario & Asra, 2018a). listening to an

explanation from a teacher (Walidah et al., 2020a).

Office automation and governance expertise program, several productive lessons, one of which is the automation of staffing management. In this subject, there are basic competencies for employee career planning. Employee career planning itself is a process of planning an employee career path to improve the quality of the organization. So the need for an understanding of these basic competencies as student knowledge when they later enter the world of work. In the process of learning these basic competencies students will be asked to solve a problem. So that students can understand the concepts and procedures contained in this basic competency. Therefore, an effective learning model is needed to support success and increase student learning interest in the subject of personnel management automation.

Previous studies explained that the advantage of using the Flipped Classroom learning model is that it can increase student attachment and social relations, then the Flipped Classroom learning model allows teachers to use effective technology in class to stimulate students to work together, increase student involvement, increase student independence in learning, and maximizing teacher and student feedback (Jdaitawi, 2019a).

Based on this background, the researcher is interested in carrying out classroom action research that aims to increase student interest and learning outcomes in the subject of employee management automation using a more varied learning model and method. So the researchers chose the title: "Use of Online-Based Flipped Classroom Learning Models in Increasing Student Interest and Learning Outcomes".

THEORETICAL BASIS
1. Interest in Learning

Interest is a preference or feeling of interest in something or activity, without anyone asking (Akrim, 2021). Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer a relationship is, the stronger the interest that is in us. (Johan, 2019).

Interest in learning is a preference for and a sense of connection to something or activity without being told. The feeling of wanting to know, learn about, admire or own something. According to Holland, interest does not arise by itself, but because there is an element of need, for example, interest in learning (Putri et al., 2018). Interest in learning is also defined as a desire and intentional involvement in cognitive activities that play an important part in the learning process, determining what parts we choose to learn and how well we learn the information provided.

According to (Citra, 2021) indicators of interest in learning are divided into 3 categories, namely indicators of student attention, indicators of student participation, and indicators of students' feelings of pleasure. Interest is very necessary in every thing, especially in learning and teaching and learning processes, The Liang Gie (1985), says "a lesson can only be studied well if students can focus on the lesson, and interest is one of the factors that allows concentration" (Nurlaili, 2021).

Interest in learning is not always stable, but always changes according to one's circumstances. Interest has a very large influence on learning because in the absence of student interest in a lesson, difficulties and laziness will arise in learning, and with inappropriate learning models will tend to affect students' interest in learning. According to Ali (2004), interest factors are classified into two major groups, namely external factors (factors that come from outside the student's self) and internal factors (factors that come from within the student) (Khumaini & Husein, 2020).

2. Learning Outcomes

According to Bruner, learning is a number of ways of how individuals actively select, retain and transform information (Suciati, 2019). A good way of learning is to understand concepts, meanings and relationships through an intuitive process to finally arrive at a conclusion. The learning process will occur through enactive, iconic, and symbolic steps. the learning process certainly leads to student learning outcomes (Putra, 2019).

Learning outcomes are statements about what is expected to be known, understood and demonstrated by students after completing a learning process (Novita et al., 2021). Learning outcomes are the basis for measuring and providing reports on student academic achievement, learning outcomes are also the key in developing more effective subsequent learning designs that have harmony between what students will learn and how they will be assessed. Learning outcomes are the abilities possessed by students after they receive their learning experience.

Indicators are markers that can be used to evaluate. Indicators are also useful in showing changes and developments. There are three indicators in measuring learning outcomes. Based on the theory of Bloom's Taxonomy in 3 indicators of learning outcomes, namely cognitive, affective, and psychomotor. (Fauhah & Rosy, 2021)

There are many types of factors that influence learning, but they can be classified into two, namely internal and external factors. The following are factors that influence learning outcomes. According to Baharuddin and Esa Nur Wahyuni (2009) in (Nabillah & Abadi, 2019) learning is a mental or psychological activity that is influenced by 2 internal factors, namely, physiological factors, namely factors that affect the physical condition of individuals and psychological factors, namely the state of psychology of a person who can affect the learning process. While external factors include, Family Aspects, Community Aspects and School Aspects.

3. Flipped Classroom Learning Model

The learning model is a conceptual framework that defines a systematic procedure for organizing learning and learning experiences in order to achieve learning goals and serves as a guide in planning lessons for teachers in carrying out learning activities (Meyanti et al., 2019). According to Arends, the learning model refers to the approach used, including learning objectives, stages in learning activities, learning environment, and classroom management (Fauhah & Rosy, 2021). Using the right learning model will affect student learning interest so that lessons are more active and learning outcomes can increase (Nopiyanto et al., 2021).

Flipped Classroom in Indonesian can be translated as "reverse class" where students before studying in class study the material first at home according to the assignments given by the teacher. The teacher, before discussing the material to be taught, first gives assignments to students to study the material in the learning media (Agustini, 2021). Flipped Classroom is a type of blended learning. Flipped Classroom combines online classes and offline classes. The Flipped Classroom approach has four pillars including, a flexible learning environment, learning culture, increasing levels of satisfaction, and professional teachers (Basyah, 2018).

According to Bergman and Sams (2012) in (Nuryadin et al., 2021) Flipped Classroom has many benefits, namely Flipped Classroom according to the daily lives of current students, Flipped Classroom helps students who have learning difficulties,

Flipped Classroom allows students to control their learning speed , Flipped Classroom can increase the interaction of teachers with students and students with students and Flipped Classroom also allows teachers to educate parents of students at home.

The three stages of the Flipped Classroom learning model according to (Nurpianti et al., 2019), namely, 1) Pre Class in the first stage students are given a video that will be studied for a certain duration, especially before class learning. 2) In Class in this second stage students ask questions and discuss related material that has been studied. Students are given the freedom to carry out the learning activities they want to deepen their understanding of certain sub-materials but are still under the supervision of the teacher. 3) Out Class in the third stage, students apply what they have learned in everyday life.

RESEARCH METHODS

This research will use the type of Classroom Action Research. This research was carried out in class XI students of Office Management Automation for the 2021/2022 academic year of SMK Negeri 3 Jakarta. The population in this study were students of class XI (eleven) Office Management Automation (OTKP), totaling 35 students. With a total of 6 male students and 29 female students. The object of this research is the interests and learning outcomes of students in distance learning using the Flipped Classroom learning model at SMKN 3 Class 11 Jakarta in the Department of Office Management Automation (OTKP) in the subject of automation and staffing management. Interest in learning can be seen from the participation of students during the learning process using the Flipped Classroom learning model with a distance learning system in the subject of Personnel Management Automation.
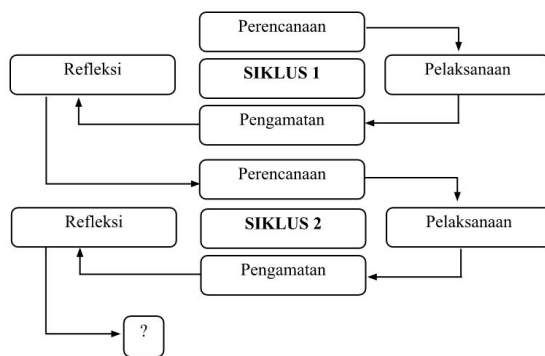
Sumber: Data diolah oleh Peneliti

The classroom action research design in this study refers to the Kemmis & Taggart model design, there are 2 cycles and each cycle in this study consists of four stages, namely planning (plan), action (act), observation (observe), and reflection (reflect).). The four stages are included in one cycle, if you have reached the 4th stage you can return to the first stage and so on. Data collection techniques used in this classroom action research are observation, tests and questionnaires.

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RESULTS AND DISCUSSION

1. Pre Action Description

The implementation of this classroom action research starts from the pre-action. The activity starts with preparing teaching materials in the form of a lesson plan (RPP). The teacher carries out the learning process based on the learning implementation plan (RPP) that has been determined to be simulated in class online. Learning begins with learning strategies commonly used in learning, namely the lecture method. In this activity the teacher explained to the students about the concept of personnel administration material, besides listening to the teacher's explanation, the students were also asked to read the material, namely the Personnel Management Automation textbook.

The next step, the teacher distributes student worksheets (LKS) to each student with five essay questions, and at the end of the action gives a test of 20 (ten) multiple choice questions. The standard value of learning completeness or the minimum learning completeness criteria (KKM) of students is 78. The results of observations in the pre-action observation of interest in learning this activity obtained 39.14% while based on the results of the questionnaire the interest in learning in pre-action activities was included in the weak category. When the student evaluation test was held, only 42.90% scored above the KKM.

2. first cycle description

The implementation of the actions in cycle I was carried out in two meetings which were carried out remotely. Meeting 1 was held on Tuesday, 18 October 2022 and the second meeting was held on Thursday, 20 October 2022. The activities carried out at each cycle I action meeting included several stages of activity, namely planning, implementation, observation and reflection. Observations in this study were carried out during the distance learning process which was carried out by researchers and assisted by a teacher as an observer. Observations are made in addition to observing the learning process that takes place according to or not with the lesson plan, it is also used to observe students' learning interests. Researchers observed students' interest in the subject of personnel management automation through the use of an online-based Flipped Classroom learning model using observation sheets. This is done to see whether or not there is an increase in student learning interest in the subject of personnel management automation.

In the observation data from Cycle I, an average of 67.71% was obtained. This indicated that students' interest in participating in distance learning in the first cycle increased from pre-action activities. This can also be seen from the behavior of students. The number of students who turn on the camera during learning has increased, students have also begun to be responsive and ask questions about material they do not understand.

In addition to observational data, students were given a questionnaire containing a few statements regarding interest in learning using the Flipped Classroom learning model with module media and PPT. The results of the questionnaire data on the attention indicator have the number of agreed and strongly agreed answers of 54.29% and when compared with the weighted score of the variable criteria, it is included in the sufficient category (41% -60%). Meanwhile, in the participation indicator, the number of agreed and strongly agreed answers was 62.9% and when compared with the weighted

score of the variable criteria, it was included in the strong category (61% -80%). Finally, the feeling of joy indicator obtained answers agreeing and strongly agreeing at 82.9% and when compared with the weight of the variable criteria score, it is included in the very strong category (81% -100%). After learning ended, the results obtained were the final test scores of students in cycle I. The average grade XI students in this cycle increased to 79.14, which previously only earned a score of 66. The number of students who completed cycle 1 increased by 11 .4% of pre-action. But the percentage of completeness still has not reached the criteria that the researcher wants, namely 75% of the student population, in this cycle there are only 70.59% of students who score above the KKM.

Reflection activities are carried out to find out whether the results of the actions in cycle I have increased or not. found the problems that arise in the implementation of cycle I, namely:

1) There are still students who have not studied the material that the teacher has conveyed in pre-class activities.

2) Many students are late to class due to access problems.

3) Network problems.

4) Less interesting learning media.

Based on the description and problems above, the researcher can conclude that learning in cycle I has not reached the predetermined criteria, namely the presentation of interests and learning outcomes with the Flipped Classroom learning model has not reached completeness. Therefore it is necessary to continue in the second cycle. In cycle II the researcher will make several improvements, namely revising the lesson plan, ensuring all students learn the material and following directions during pre-class activities and replacing the learning media that was previously power point slides into more interesting learning videos in the hope that students will be more interested and active in participating online learning process.

3. Description of Cycle 2

Before holding meetings 1 and 2 in cycle II, the teacher first made preparations for pre-class activities, the teacher distributed the 1st learning video link Chapter 1 about the material for the concept of personnel administration, students also studied the 1st teaching material sent via Google classroom, students record things that are not understood and can ask about it through google classroom. Students study independently at home.

The preliminary activity lasts 15 minutes, first the teacher conveys the learning objectives to be achieved. The teacher conveys an outline of the material to be studied. The teacher divides students into several groups consisting of 4-5 people. Gives motivation by asking questions related to the concept of personnel administration. Then carry out the core activities for 60 minutes, the teacher discusses videos/teaching materials that have been watched by students with discussions and questions and answers. Through debriefing with students the teacher reinforces the concept, the teacher gives the problems contained in the teaching materials section, namely the 1st Learning Activity to be discussed in each group. Data from the results of the research conducted show that student activity when participating in distance learning using the

Flipped Classroom learning model is very good.

The interaction between students is also getting better, some students help to explain the questions of other students who don't understand. Positive student activities also continue to increase in this cycle such as asking productive questions indicating that students have learned the material previously presented in pre-class activities, students are more punctual in entering class and responding and concentrating on learning until the end of the activity .

Data on student learning outcomes were also what the researchers wanted, the target students who met the KKM score of 42.9% at the beginning of the action had increased by 85.7% at the end of the second cycle of action. Because some of the criteria above indicated that overall there had been an increase in the learning process, it was decided to end this research action.

4. Development of Student Learning Interest

This research is a classroom action research that aims to find out how to increase students' interest in learning the automation of personnel management using the Flipped Classroom learning model in class XI at SMK Negeri 3 Jakarta. Learning activities in this study have been carried out by following the stages of using the Flipped Classroom learning model. The development of students' learning interest behavior during learning obtained from observations during the pre-action activities until the final action activities (cycle II) can be seen based on the following diagram:
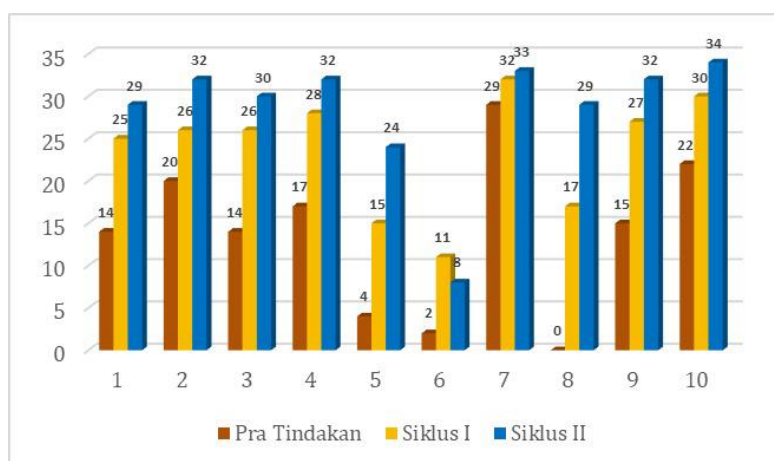
Source: Data processed by researchers

Based on this picture, it can be seen the development of students' interest in learning in each cycle. in the pre-action shows that students' interest in learning to take part in distance learning is still low, students tend to be less responsive to distance learning that is carried out, students only listen to the teacher's explanation of the material being taught, many students are just silent when the teacher gives questions. In this pre-action, not all students attended the zoom meeting on time, this caused students not to get complete learning. Some students have also started asking questions and expressing opinions. However, this action has not been fully successful because in the learning process in cycle I there are still students who have not been actively involved in this online learning. Cycle II which is the final cycle of this action shows quite satisfactory results. In this cycle, students' interest in learning in participating in distance learning has begun and discussions between students are getting bigger. There were only five students who did not pay attention and did not follow the lesson until the

end. Besides that, in cycle II, the learning process feels more fun, relaxed and gives maximum results as well.

The better the percentage of student interest in learning activities shows a good interest in learning too. During the action research, interest in learning was measured by distributing questionnaires containing nine statements. After the statement is calculated at the end of the action, the results are obtained as shown in the following table:

Cycle	Answer				Total
	SS	S	TS	STS	
Attention Dimensions					
Pre Action	12,38%	14,29%	21,90%	51,43%	100,00%
Cycle 1	26,67%	27,62%	26,67%	19,05%	100,00%
Cycle 2	37,14%	21,90%	26,67%	14,29%	100,00%
Participation Dimension					
Pre Action	20,00%	18,10%	28,57%	33,33%	100,00%
Cycle 1	31,43%	31,43%	21,90%	15,24%	100,00%
Cycle 2	42,86%	36,19%	13,33%	7,62%	100,00%
The feeling dimension					
Pre Action	8,57%	11,43%	25,71%	54,29%	100,00%
Cycle 1	37,14%	45,71%	12,38%	4,76%	100,00%
Cycle 2	51,43%	32,38%	10,48%	5,71%	100,00%

Source: Data processed by researchers

The development of students' interest in learning is also evidenced by the results of the data obtained from distributing the questionnaires of students' learning interest in each action in this study. it can be seen that the percentage of interest in learning is divided into 3 dimensions, namely attention, participation and feelings of pleasure. In the attention dimension before the application of the Flipped Classroom learning model, the number of students who answered agree and strongly agreed was only 26.67%, then it increased in cycle one when the Flipped Classroom learning model was applied by 54.29%. An increase also occurred in cycle two where the Flipped Classroom learning model was still used but with the help of video as a learning medium to 59.05%.

In the second dimension, namely the average participation also increases in each action taken. In the pre-action stage the results obtained were 38.10%, it can be said that the desire of students to participate actively in distance learning with traditional classroom learning models is very low. In the first cycle and the second cycle there was a significant increase of 62.86% in cycle 1 and 79.05% in cycle 2 after the application of the Flipped Classroom learning model, so it can be said that the application of the Flipped Classroom learning model in distance learning makes the desire of students to participate in distance learning increases.

The feeling of pleasure dimension also increases in each research action. The application of traditional classroom learning models with less varied learning media causes students to get bored quickly and are not happy in participating in learning, this can be seen from the pre-action questionnaire data which only obtained 20.00%. In the first and second cycles after the Flipped Classroom learning model was applied, there

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was an increase in the feeling of pleasure dimension to 82.86% in the first cycle and 83.81% in the second cycle.

5. Development of Student Learning Outcomes

Distance learning activities using the Flipped Classroom learning model are quite conducive, fun and more focused because students already have the provision of material to be discussed in learning activities. Teachers can see the enthusiasm of students during online teaching and learning activities. The learning objectives were achieved and the results were quite good. The learning design using the Flipped Classroom learning model turns out to provide satisfactory learning outcomes. this can be indicated by the involvement and active pack of students while participating in distance learning which was previously less attractive to students.

The percentage of average results and student learning completeness also experienced a positive increase. the more cycles that are carried out, the better the percentage of student learning completeness. The following is a comparison of the increase in student learning outcomes from the activities carried out during the research:

No	Description	Pre-Cycle	Cycle I	Cycle II
1.	Average	66	79,14	89,43
2.	The highest score	85	100	100
3.	Lowest Value	25	40	55
4.	Reach KKM	15	24	30
5.	Haven't Reached KKM	20	11	5
6.	Complete Percentage	42,90%	70,59%	85,71%

Source: Data processed by researchers

In general, classroom action research conducted using the flip classroom learning model has a positive impact on increasing student learning outcomes when viewed carefully, most students experience a significant increase in learning outcomes. In taking the sample pre-test scores, it can be seen that there are still around 20 students (57.1%) who have not met the KKM scores, but according to these numbers, only five students (14.3%) remain. This also shows that the learning actions carried out by changing the learning model into the Flipped Classroom learning model have a good impact on the development of student learning outcomes.

CONCLUSION

Based on the results of classroom action research, it can be concluded that the application of the Flipped Classroom learning model to distance learning can increase students' interest in class XI OTKP. The increase in learning interest of class XI students in the automation of staffing governance can be seen from the results of observational data and questionnaires obtained in each cycle. in the first cycle based on observations, obtained an interest percentage with an average of 67.71% and increased in the second cycle to 80.86%. Based on the questionnaire/questionnaire of students' learning interest in the pre-action the average number of agree and strongly agree answers was only 28.26% and when compared with the weight of the variable criteria scores, it was included in the "weak" category (41% -60%). This average increased in the first cycle to

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66.67% and also experienced an increase in the second cycle to 68.25%, so it can be said that students' interest in learning after applying the Flipped Classroom learning model is included in the "Strong" category (61% -80%) .

Learning the automation of staffing governance in the personnel administration concept material which is carried out online using the Flipped Classroom learning model turns out to be able to improve and increase student learning outcomes with the development of completeness (KKM) 42.86% in pre-action, 68.57% in the initial action of the Idan cycle 85.71% completed in cycle II.

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