

# DEVELOPMENT OF BLENDED LEARNING WITH FLIPPED CLASSROOM MODEL AS A POST PANDEMIC LEARNING SOLUTION IN HIGH SCHOOL IN YOGYAKARTA

by Benni Setiawan, Danu Eko Agustinova, Tio Anggara, Fikri Disycitta

## ABSTRACT

The impact of the 2019 Coronavirus Disease pandemic is still not over and is being felt by the world of education. It has been two years since teachers and students have implemented distance learning. It is not surprising that students are currently experiencing learning loss, a term that is often used to describe the loss of knowledge and skills, both in general and in specific. The development of learning by involving technology is one of the impacts of the rapid development of technology. Blended learning is one option that can be adapted, but efforts to develop learning using blended learning are still not massive. This research is motivated by the limitations of innovation in learning which causes students to be less active in carrying out learning so that the learning process is monotonous so that student learning outcomes are low. The purpose of this study was to determine the effectiveness of the Flipped Classroom learning model. This research is a quantitative research with experimental method. The design of this study used the Pretest-Posttest Control Group Design. The type of data used is primary data obtained directly from schools, teachers, experts and students. The data analysis technique uses the General Linear Model. The expected result in this study is a blended learning model based on the flipped classroom as an alternative solution to an effective learning model during the Covid-19 pandemic. The output is articles in reputable international journals and Intellectual Property Rights in the form of learning models. The level of technology readiness is at levels 5 and 6. The results showed that there were differences in the pretest-posttest scores simultaneously on the HOTS abilities of students in the experimental class 1, experiment 2, and the control class because the significance value was  $0.044 < 0.05$ . There was an increase in the posttest-pretest score of HOTS ability in the experimental class 1, experiment 2, and control class because the significance was  $0.000 > 0.05$ . Flipped classrom using power points is more effective than using video and lecture methods because in the post hoc test the Bonferoni model can be seen from the significance value of the experimental class 1 with the control class which is  $0.331 > 0.05$  and the significance value of the experimental class 1 with the experimental class 2 which is  $0.514 > 0.05$ .

Kata Kunci: *Covid-19, Flipped Classroom, Effective Method.*