THE IMPLEMENTATION OF FLIPPED CLASSROOM THROUGH THEMATIC LEARNING MODEL AT SD NEGERI BATULACCU MAKASSAR

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ABSTRACT

The Effectiveness of the Application of the Flipped Classroom Model in Class V Thematic Learning at SD Negeri Batulaccu Makassar. Skripsi of Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Bosowa. This study aims to determine the effectiveness of the application of the flipped classroom model in the fifth-grade thematic learning at SD Negeri Batulaccu Makassar. The type of research used in this study is a quantitative experimental design with a one-group pretest-posttest design. The research sample is class V students, totaling 29 students. The results of the t-test study obtained the results of t Calculate t Table obtained the results of 11.341 2.052 then H0 is rejected and Ha is accepted. Thus, it can be concluded that the flipped classroom model is effectively applied to the thematic learning of class V at SD Negeri Batulaccu Makassar.

Keywords: Flipped Classroom Model, Thematic Learning

INTRODUCTION

The progress of a nation and a state lies in how the education system within that nation and state takes place. This is due to the view that education is a vehicle to improve and develop the quality of human resources. Education is a forum or place to improve human resources in order to create human beings who are superior, have character, social spirit, and are ready to face the challenges of the times. From all of them, the main goal of education is to be able to prepare graduates who are able to compete, side by side, and even compete in an era of globalization that is increasingly complicated and complex. From year to year the renewal of the education system is increasingly advanced and developing, this can be seen from the changes in the curriculum system that continues to develop in accordance with the needs in the education unit and the demands of the times. The curriculum used today is the 2013 curriculum or commonly called K 13 which is a form of improvement from the previous curriculum, namely the 2006 curriculum. One of the striking things about the 2013 curriculum at the Primary School level is that it uses thematic learning. Thematic learning is integrated learning which contains several themes, sub-themes and learning. Thematic learning in it includes

several fields of study that are packaged in one concept with the hope that students will more easily understand several fields of study simultaneously. Success and success in achieving educational goals cannot be separated from the role of a teacher as an educator, playmate, facilitator, and role as a parent in school. A teacher should have broad insight and knowledge and have an attitude that can be a role model for students.

Teachers who are creative in creating effective, fun, and student-liked learning will make it easier to achieve learning objectives. One of the things that can attract students' interest and enthusiasm in participating in learning is to present a model in every learning. According to Suprijono (2011), the learning model is a pattern used as a guide in planning learning in class and tutorials. In every learning, teachers should be able to use learning models according to student needs, learning models that can be applied in the implementation of learning as usual, namely, the student team achievement division (STAD) model, jigsaw model, group investigation, make a match model, teams games tournaments (TGT) model, and many more learning models that can be applied in learning. The flipped classroom learning model is a learning model that reverses traditional methods, where it is usually given assignments in class and students do assignments at home (Dewi and Syahril, 2019). The flipped classroom learning model is expected to be a trigger for students' interest in following the learning process and make students independent in learning. In conventional classroom learning, generally a lot of time is spent explaining the teaching material, but very little time students do the analysis given by the teacher. The application of the flipped classroom learning model in the learning process has the aim that students are independent in learning and the learning process focuses on students.

Based on observations that have been made by researchers on students at SD Negeri Batulaccu Makassar, especially in class V, there are still some students who are less active and enthusiastic in following the learning process which has an impact on their learning outcomes or low achievement. Students in class V are less active and enthusiastic in participating in learning because several factors include the use of learning models that do not involve students actively. The teacher only explains the material and the students hear then proceed with doing the questions, this is one example of the learning model applied in class V. This is what causes the lack of activeness of students in following the learning process. From observations made by the author from September to November 2020 at SD Negeri Batulaccu Makassar, students are less active in following the learning process, causing their achievement to decline. From the condition of these students, it is necessary to change the system in the implementation of learning. One of the steps that teachers can use in overcoming this is to change the learning model which usually only focuses on the teacher.

Based on the background and survey that has been previously described, researchers will apply the flipped classroom model in thematic learning in class V of SD Negeri Batulaccu Makassar. Therefore, researchers will conduct a study

entitled "The Effectiveness of Applying the Flipped Classroom Model in Class V Thematic Learning at SD Negeri Batulaccu Makassar".

REVIEW OF LITERATURE
Curriculum 2013

The distruction of technology, especially information technology has brought about the industrial revolution 4.0 so as to encourage changes in the needs and development of society in various fields of life, including the field of education. Education that is only oriented towards the ability to develop the intellectual abilities of the left brain can no longer be maintained. This is the trigger that encourages the need for changes and establishing every existing curriculum. The needs and resources of learning every year will increase and keep up with the changes and developments of the times. Curriculum changes are needed primarily to anticipate the development and needs of the 21st century, in accordance with the needs of the present era and the characteristics of students. This is the challenge and target of each education unit to be able to prepare graduates who are able to compete and compete and even compete in an increasingly complicated and complex era of globalization. The curriculum change is a very. (Loeloek dan Amri, 2013). In other words, an integrated curriculum as a concept can be said to be a learning system and approach that involves several disciplines or subjects/fields of study to provide a meaningful and broad experience to students. The 2013 curriculum is one of the curricula that developed this year that was previously used in the 2006 curriculum. The change in the curriculum of the Education Unit Level Curriculum (KTSP) or the 2006 curriculum to the 2013 curriculum is a new challenge in the world of education with this curriculum change which is very different from the 2006 curriculum.

Thematic Learning

In Indonesian large dictionary, thematic is defined as relating to the theme and the theme itself means the basic subject matter of the story (which is spoken, used as a basis for composing, changing rhymes, and so on). According to Majid (2014), Thematic learning is integrated learning that uses themes to relate several subjects so that they can provide meaningful experiences to students, themes are the main thoughts or ideas that are the subject of conversation. According to Kadir dan Hanun (2014), Thematic learning is learning that combines various subjects or fields of study using a specific theme. The theme is reviewed and elaborated from various points of view of social sciences, natural sciences, humanities and religions, thus providing a meaningful experience for students. Thematic learning is an approach to learning by deliberately linking or combining several Basic Competencies (KD) and indicators from the curriculum or content standards of several subjects into a single unit packaged in one learning theme and sub-theme. From these relationships and relationships, students will gain knowledge and skills simultaneously in creating learning that provides experience. Thematic learning emphasizes the activeness of students in following the learning process

actively with the aim that students will gain hands-on experience and be trained to be able to find knowledge for themselves in.

From the opinions that have been expressed by experts about the meaning of thematic learning, all have almost something in common about the meaning of thematic learning, so it can be concluded that thematic learning is a learning concept that combines several subjects packaged in a theme in which there are subthemes and interconnected learning between one subject and another.

Learning Model

We often encounter the term model in our daily lives, such as clothing models, pants models, shoe models, bag models, house models, table models and many other things. Models are also commonly known as patterns. Models or patterns are used as a reference or guideline to create, design, or carry out an activity with the aim that the results can be as desired. In the teaching and learning process, a method is also needed with the aim of being able to carry out learning activities properly and the results can be effective and efficient. The learning model is designed inseparable from determining the characteristics of students, the learning environment, and how to learn. With the learning model we can achieve most of the goals and objectives of the school. The learning model was created to help students acquire information, ideas, skills, values, ways of thinking, and ways to express themselves, as well as their way of learning so that students have the ability to defend. Learning model by Ngalimun (2013), is a plan or a pattern that is used as a guide in planning classroom learning or learning in tutorials and to determine learning tools including books, films, computers, curriculum, and others. Munandar (2012), posits that a learning model can be used to determine the learning material or content and the methods for delivering the material, in the sense that the model provides a framework for determining the choice. Huda (2014) states The learning model is as a plan or pattern that can be used to shape the curriculum, design instructional materials, and guide the teaching process in different classrooms or settings. So it can be concluded that the learning model is a pattern that has been designed or designed before carrying out the learning process with the aim of simplifying and streamlining the process of learning activities.

Learning Model Flipped Classroom

According to Yulietri dan Leo (2015), The flipped classroom learning model is a model in which in the learning process is not like in general, namely in the learning process students learn the subject matter at home before class starts and teaching and learning activities in the classroom in the form of doing assignments, discussing about material or problems that students do not understand. flipped classroom According to Bergan dan Sams (2012), has the basic concept that all activities carried out in the classroom on traditional learning become carried out at home as homework becomes carried out in the classroom. Meanwhile, when viewed in terms of words flipped if the translation is reversed,

then classroom is a classroom. So flipped classroom a learning model with a reverse learning system. So all learning activities in the classroom will be carried out by students at home. On the contrary, all learning activities carried out by students at home will be carried out by students in class.Flipped classroom is a learning model with the basic concept that what is done in the classroom in conventional learning becomes done at home, while homework in conventional learning is done in the classroom. Using the flipped classroom model can save time, making it easier for teachers to deepen the material even more, rather than just starting the initial material discussion in class (Savitri & Meilana, 2022)

Steps of the learning process by using the learning model flipped classroom according to Amiroh (2013) is as follows:

1) Before face-to-face, students are first equipped with material that is discussed and studied together in the learning process in the classroom.
2) The material that students will learn can be sent in the form of learning videos.
3) In the process of learning in the classroom students are given the opportunity to relearn the material that has been given previously.
4) After the student has relearned the material that has been given, the teacher can throw questions related to the material that the student has learned before.
5) Teachers can also review the extent of students' understanding of the material provided by providing questions related to the material that has been studied before.
6) In addition to providing questions and questions, teachers can also provide opportunities for students to make summaries of material that has been studied before.

Type flipped classroom has advantages and disadvantages, according to Basal (2015), flipped classroom has the following advantages and disadvantages.

1) Advantages of Learning Models Flipped Classroom
    a) Students have plenty of time to study the material before face-to-face learning.
    b) Students can study anywhere and anytime.
    c) Students can repeat studying the material that the teacher has previously given.
    d) Students can study the material from a variety of sources relevant to the material being studied.
    e) Student-focused learning.
2) Disadvantages of the Learning Model Flipped Classroom
    a) The role of parents in learning supervision is necessary to ensure that students actually learn the learning material.
    b) Limitations of other activities students at home besides studying.
    c) Student learning activities should be facilitated with learning resources and materials that are easy for students to understand.

METHOD

The type of research used in this study is quantitative which aims to determine the effectiveness of the application of the model flipped classroom on thematic learning in class V of SD Negeri Batulaccu Makassar. The research design used in this study is experimental research using the design one-group pretest-posttes design, Where this design has pretests before treatment and posttests after treatment. Thus the results of the treatment can be known more accurately, because it can compare with the circumstances before and after being given treatment. A population is a generalized area consisting of objects/subjects that have certain qualities and characteristics that the researcher sets for study and then conclusions are drawn (Sugiyono, 2018). The population in this study was all students in grades I-VI. A sample is a partial or representative of a population owned by that population (Sugiyono, 2018). In this study, researchers used saturated samples, which are samples that represent the number of populations. Saturated samples are usually carried out if the population is considered small or less than 100. The sample that will be used in this study is all grade V students of SD Negeri Batulaccu Makassar, totaling 29 people consisting of 17 men and 12 women. The data collection techniques used in this study are observation, documentation, and tests. Observation is a data collection technique carried out by direct observation and analyzing events that occur in the field. According to Sugiyono (2013), observation is a complex process, a process composed of various biological and psychological processes. In this study, observation techniques were used to measure the effectiveness of the application of the flipped classroom model in class V thematic learning at SD Negeri Batulaccu MakassarThe documentation used in this study includes a list of the number of students, student attendance, and documentation during the research process taking place in class V of SD Negeri Batulaccu Makassar. The test is as a set of stimuli (stimulus) that are given to a person (the subject of the study) with the intention of obtaining answers that can be used as a basis for the scorer or number (Susetyo in Asdar 2018). The tests used in this study were pretest and posttest. The data analysis technique used in this study is the prerequisite test, which contains a data normality test and a homogeneity test. Other data analysis techniques used in this study are hypothesis test and N-Gain test.

FINDINGS & DISCUSSION
Findings
Description of Pretest Results

The provision of pretest questions is carried out with the aim of comparing student test results before being given treatment, namely the application of the flipped classroom model in learning. For prestest questions, I give 20 multiple-choice questions with options a to d. The results of students' pretest scores are described in the following table.

Table 1. Pretest Results Data

Student Name	Pretest value
S1	35
S2	30
S3	30
S4	55
S5	50
S6	20
S7	35
S8	30
S9	30
S10	30
S11	40
S12	30
S13	55
S14	40
S15	35
S16	45
S17	35
S18	25
S19	40
S20	30
S21	30
S22	60
S23	35
S24	35
S25	25
S26	35
S27	45
S28	40
S29	30
Sum	1.075
Average	37,6

Table 1 shows a description of the student's pretest score, where the student who obtained the highest score was 60 and the lowest score was 20 with an average score of 37.6.

Description of Posstest Results

The provision of posstest questions is carried out with the aim of comparing the results of students' tests after being given treatment, namely the application of the flipped classroom model in learning. For posstest questions I give 20 multiple choice questions with choice options a to d. The results of students' posstest scores are described in the following table.

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Table 2. posttest Results Data

No	Student Name	Posstest value
1.	S1	80
2.	S2	75
3.	S3	85
4.	S4	80
5.	S5	85
6.	S6	70
7.	S7	80
8.	S8	85
9.	S9	80
10.	S10	90
11.	S11	80
12.	S12	80
13.	S13	80
14.	S14	65
15.	S15	80
16.	S16	80
17.	S17	80
18.	S18	70
19.	S19	70
20.	S20	80
21.	S21	80
22.	S22	75
23.	S23	70
24.	S24	80
25.	S25	80
26.	S26	80
27.	S27	80
28.	S28	80
29.	S29	80
	Sum	2.280
	Average	78,6

Table 2 shows a description of the student's posstest score, where the student who obtained the highest score was 90 and the lowest score was 65. With an average score of 78.6.

Hypothesis Test

The results of the hypothesis test using the t test can be seen in the following table.

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Tabel 3. Hypothesis Test Results (t-test)
Paired Samples Test

| | | Paired Differences | | | | | | | |
| | | | | | 95% Confidence Interval of the Difference | | | | Sig. (2-tailed) |
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Sebelum di beri perlakuan - Sesudah di beri perlakuan	-5,41379	2,57068	,47736	-6,39163	-4,43596	-11,341	28	,000

Based on the description of table 5 hypothesis test results above which uses the t test, where a significant value of 0.00 0.05 indicates that there is a significant difference in the pretest and posstest results so it can be said that Ha is accepted and H0 is rejected. Thus, it can be concluded that the flipped classroom model is effectively applied in class V thematic learning at SD Negeri Batulaccu Makassar. Based on the description of table 5 hypothesis test results above which uses the t test, where a significant value of 0.00 0.05 indicates that there is a significant difference in the pretest and posstest results so it can be said that Ha is accepted and H0 is rejected. Thus, it can be concluded that the flipped classroom model is effectively applied in class V thematic learning at SD Negeri Batulaccu Makassar.

N-Gain Test

Tabel 4. Uji N-Gain Test

Descriptives

			Statistic	Std. Error
N_Gain	Mean		,0582	,00506
	95% Confidence Interval for Mean	Lower Bound	,0478	
		Upper Bound	,0685	
	5% Trimmed Mean		,0582	
	Median		,0543	
	Variance		,001	
	Std. Deviation		,02726	
	Minimum		,01	
	Maximum		,11	
	Range		,10	
	Interquartile Range		,05	

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	Skewness	-,006	,434
	Kurtosis	-1,033	,845

Based on the results of the N-Gain test calculation in table 6, it shows that the average value of N-Gain is 0.58 and is included in the medium category. So it can be concluded that the use of the flipped classroom model is effectively applied in class V thematic learning at SD Negeri Batulaccu Makassar.

Discussion

The implementation of this research was carried out to determine the effectiveness of the application of a learning model in thematic learning, namely the application of the flipped classroom model in class V thematic learning at SD Negeri Batulaccu Makassar. The use of learning models in each learning process will provide a more different learning experience to students and can increase student enthusiasm in participating in learning, various learning models can be used by teachers in carrying out learning that can be adapted to the material taught. A learning model is a pattern that has been prepared by the teacher before carrying out the learning process and will be a guide in carrying out the learning process. One of the learning models that can be used in the learning process is the flipped classroom model. The flipped classroom model is a learning model that flips the system of learning process activities in which activities that are usually carried out in the classroom will be moved to the home and vice versa the learning activities that students usually do at home will be moved to the classroom. This learning model is one of the learning models by emphasizing student learning independence. Using this learning model will change the learning pattern that is usually carried out, namely the teacher-focused learning system (teacher center learning) will become a student-focused learning system (student center learing).

The use of flipped classroom learning models in thematic learning in class V of SD Negeri Batulaccu Makassar is expected to change learning patterns by emphasizing the focus of learning to students. The use of flipped classroom learning models can also allow students to learn anywhere and anytime and can access other additional materials that can be learned from various sources. The implementation of research in class V of SD Negeri Batulaccu Makasassar has several obstacles but all of them can be solved in other ways ranging from some students who do not have android phones to access learning videos in WhatsApp groups, limited students entering one classroom to study together due to the pandemic, and having to follow strict health protocols while following the face-to-face learning process in class. But all of these are not obstacles in the smooth process of this research.

Based on research that has been carried out in class V of SD Negeri Batulaccu Makassar, research shows that the flipped classroom model is effectively applied in thematic learning of class V SD Negeri Batulaccu Makassar. This can be seen from the average value of posstes higher than the average value of pretests. The results showed the average value of the pretest results, namely 37.6 and the average rat-value of the posstest results, which was 78.6, this showed

an increase in the average score of students after being given treatment by applying the flipped classroom model to class V thematic learning at SD Negeri Batulaccu Makassar. Based on research that has been carried out in class V of SD Negeri Batulaccu Makassar, research shows that the flipped classroom model is effectively applied in thematic learning of class V SD Negeri Batulaccu Makassar. This can be seen from the average value of posstes higher than the average value of pretests. The results showed the average value of the pretest results, namely 37.6 and the average rat-value of the posstest results, which was 78.6, this showed an increase in the average score of students after being given treatment by applying the flipped classroom model to class V thematic learning at SD Negeri Batulaccu Makassar.

Another thing that supports the research that has been carried out by conducting hypothesis testing with t-test testing using the help of SPSS 26 for windows software, is known the value of t Count = 11.341 and t Table = 2.052 at a significant level of 5%(0.05). Therefore t Count > t Table at a significance level of 0.05 or in other words H0 is rejected and Ha is accepted which means that the flipped classroom model is effectively applied in thematic learning of class V SD Negeri Batulaccu Makassar. In this study, N-Gain testing was also carried out with the aim of providing an overview of the improvement in the score of results before and after being given a treatment. N-Gain also aims to see if there is a decrease or increase after being given a treatment, namely the use of flipped classroom models in thematic learning. The N-Gain test in this study used the help of SPSS 26 software for windows. The result was an N-Gain score of 0.58 and was included in the moderate classification of the vulnerable Gain score of 0.30 g 0.70. Which means that there is an increase after being given treatment, namely the use of a flipped classroom model in class V thematic learning at SD Negeri Batulaccu Makassar.

CONCLUSION

Based on the description of the results and the discussion of the research, the application of the flipped classroom model was carried out well. The data and results obtained during the study showed the results that supported this study successfully ranging from prerequisite tests, hypothesis tests, and N-Gain testing. So it can be concluded that the application of the flipped classroom model in class V thematic learning at SD Negeri Batulaccu Makassar is effectively applied as seen from the increase in the average value of posstest after being given treatment. Other data that support this study are said to be successful, namely in the hypothesis test, namely H0 is rejected and Ha is accepted, t Calculate > t Table. Which means that the flipped classroom model has significantly effectively applied to thematic learning in class V of SD Negeri Batulaccu Makassar. N-Gain testing with a result of 0.58 and is included in the moderate category, which means that there is an increase after applying the flipped classroom model to class V thematic learning at SD Negeri Batulaccu Makassar. The application of the flipped classroom model to thematic learning in class V of SD Negeri Batulaccu

Makassar allows students to be able to study anywhere and anytime and can learn other material from various sources relevant to the material provided. Which means that the flipped classroom model has significantly effectively applied to thematic learning in class V of SD Negeri Batulaccu Makassar. N-Gain testing with a result of 0.58 and is included in the moderate category, which means that there is an increase after applying the flipped classroom model to class V thematic learning at SD Negeri Batulaccu Makassar. The application of the flipped classroom model to thematic learning in class V of SD Negeri Batulaccu Makassar allows students to be able to study anywhere and anytime and can learn other material from various sources relevant to the material provided.

Suggestions for teachers are expected to be able to use a student-centered learning model. For the next researcher who will use the flipped classroom model in the learning process, it is better to combine it with other learning media that can make it easier for students to study at home.

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