

Qurrotul Aini, 2026. Pengaruh Model *Flipped Classroom* Dengan Pendekatan *Deep Learning* Terhadap Hasil Belajar Informatika Siswa Kelas X . Skripsi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Trunodjoyo Madura. Pembimbing: Puji Rahayu Ningsih, S.Pd., M.Pd.

ABSTRAK

Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh penerapan model *Flipped Classroom* dengan pendekatan *Deep Learning* terhadap hasil belajar Informatika siswa kelas X di SMKN 1 Kwanyar. Penelitian ini menggunakan metode *quasi experiment* dengan desain *nonequivalent control group design* dengan teknik sampel total. Sampel penelitian terdiri atas kelas eksperimen yang berjumlah 26 siswa dan kelas kontrol yang berjumlah 27 siswa. Data penelitian dikumpulkan melalui observasi, angket, tes hasil belajar, dan dokumentasi. Hasil penelitian menunjukkan bahwa rata-rata nilai *Posttest* siswa pada kelas eksperimen mencapai 77,69. Berdasarkan hasil uji hipotesis menggunakan uji-t diperoleh nilai thitung sebesar 8.870 dan ttabel sebesar 2,063 pada taraf signifikansi 5%, maka H_a diterima dan H_o ditolak. Dengan demikian, penerapan model *Flipped Classroom* dengan pendekatan *Deep Learning* memberikan pengaruh yang signifikan terhadap hasil belajar Informatika siswa kelas. Keterlaksanaan pembelajaran berdasarkan hasil observasi aktivitas guru memperoleh rata-rata persentase sebesar 91,8% dengan kategori sangat baik, sedangkan aktivitas siswa memperoleh rata-rata persentase sebesar 73,9% dengan kategori baik. Selain itu, respons siswa terhadap penerapan model pembelajaran menunjukkan tanggapan yang positif. Dengan demikian, dapat disimpulkan bahwa model *Flipped Classroom* dengan pendekatan *Deep Learning* efektif diterapkan dalam pembelajaran Informatika untuk mendukung peningkatan hasil belajar siswa.

Kata Kunci: *Fliiped Classroom*, *Deep Learning*, Hasil Belajar, Informatika

Qurrotul Aini, 2026. The Effect of the Flipped Classroom Model with a Deep Learning Approach on the Informatics Learning Outcomes of Tenth-Grade Students. Undergraduate Thesis, Faculty of Teacher Training and Education, Trunojoyo University of Madura. Supervisor: Puji Rahayu Ningsih, S.Pd., M.Pd.

ABSTRAK

Abstract: This research was conducted to examine the impact of the Flipped Classroom model integrated with a Deep Learning approach on the Informatics learning outcomes of tenth-grade students at SMKN 1 Kwanyar. The study applied a quasi-experimental method employing a nonequivalent control group design. The participants consisted of 26 students in the experimental group and 27 students in the control group. Data were gathered through observations, questionnaires, achievement tests, and documentation. The findings revealed that students in the experimental class achieved an average Posttest score of 77.69. The hypothesis testing using an independent t-test produced a t-value of 8.870, which exceeded the t-table value of 2.063 at the 5% significance level. As a result, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_0) was rejected. These results demonstrate that the application of the Flipped Classroom model combined with a Deep Learning approach significantly influences students' Informatics learning achievement. Furthermore, the observation results indicated that the implementation of the learning process was carried out effectively. Teacher activities obtained an average percentage score of 91.8%, categorized as very good, while student activities reached 73.9%, categorized as good. Students also expressed positive responses toward the learning model. Therefore, it can be concluded that the Flipped Classroom model with a Deep Learning approach is an effective instructional strategy for enhancing students' learning outcomes in Informatics subjects.

Keywords: Flipped Classroom, Deep Learning, learning outcomes, Informatics.