

CHAPTER I

INTRODUCTION

A. Background of the study

In Indonesia, education is not merely a right but a fundamental aspect of human development that plays a critical role in personal and societal growth. It fosters individual potential, promoting lifelong learning and growth opportunities. The educational framework aims to create a setting in which students participate actively in the learning process, enabling them to realize their fullest capabilities. The ultimate goal is to equip students with essential knowledge, skills, ethical values, and resilience that benefit themselves, their families, and society at large.¹

Education serves as a key to improving a nation's ability to cultivate future generations. As pivotal figures in education, in-service teachers are tasked with devising appropriate instructional strategies that elevate learning outcomes and ensure effectiveness and efficiency in their teaching methods.² This dynamic necessitates an environment where both educators and students contribute to a fruitful learning experience

The effectiveness of learning in the classroom depends on two factors: the teacher's commitment to their work and the student's active participation. Meaningful student engagement is vital for achieving optimal learning outcomes, as it helps improve understanding and makes knowledge easier to remember.³ Thus, fostering an interactive and engaging classroom atmosphere is crucial for effective learning.

¹ Haryanto and Supriyanto, *Dampak Model Pembelajaran Inovatif Terhadap Keterlibatan Siswa*, Indonesian Education Association 15, no. 2 (2023), p.105.

² Mardiyati I and Hasanah, *Strategi Pembelajaran Yang Efektif Di Kelas Indonesia*, International Journal of Education Research and Development 7, no. 1 (2020), p.45.

³ Dewi A and Mustika, *Meningkatkan Hasil Belajar Melalui Pendekatan Kolaboratif*, Journal of Learning and Teaching in Higher Education 9, no. 3 (2021),p.203.

The core of the educational experience is the interaction between teachers and students, where learning is facilitated through interaction. Suryosubroto posits that effective learning requires structured relationships that foster a conducive learning environment.⁴ Learning activities involve contact between teachers and students. To achieve a structured state of learning, this relationship occurs between teaching and learning. Therefore, teachers must take an active role in this dynamic to guide students through their educational journeys.

Learning is centered on the learning system. However, an important part of this process is the teacher's role. According to Suryosubroto, learning activities involve contact between teachers and pupils. To attain a state of structured learning, a relationship occurs between teaching and learning.⁵

Both internal and external variables influence students' progress in learning. Conditions that arise from within an individual throughout the learning process and result in behavioral changes are referred to as internal factors. These variables include interest, drive, talent, intelligence, and physical and mental health. On the other hand, circumstances outside of the person have an impact on their learning process. The educational environment, family, and community are examples of external variables. These include socioeconomic status, sociocultural conditions, as well as the overall condition of society.⁶

The effectiveness of learning has a direct effect on student results. Cognitive learning outcomes reflect students' abilities to understand, apply, analyze, and evaluate information, which are vital indicators of academic

⁴ Suryosubroto, *Interaksi Guru-Siswa Dalam Proses Pembelajaran: Kerangka Untuk Peningkatan*, Indonesian Journal of Education Science 8, no. 4 (2022), p. 85.

⁵ Idan Wiganda and Nurul Fatonah, *Penerapan Model Pembelajaran Flipped Classroom Dalam Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran PAI* 13, no. 01 (n.d.). p. 237

⁶ Abdul Rahman Tibahary Muliana, *Model-Model Pembelajaran Inovatif*, *Scolae: Journal of Pedagogy* 1, no. 1 (2018), p. 54.

achievement.⁷ However, many students face obstacles in attaining these outcomes due to traditional teaching methods that may not effectively engage them. Conventional learning approaches often fail to stimulate interest and motivation, posing challenges to achieving national education goals.

Collaboration between educators and students is vital to conveying instructional content and achieving learning objectives. The essence of the educational experience is the interaction between teachers and students, where the learning process occurs through interaction. The role of the teacher is not just to transfer knowledge but also to ensure that students understand and effectively apply the content.⁸

Teachers must strive to incorporate diverse learning models into their teaching practices. Unfortunately, many educators encounter barriers, such as time constraints and lack of access to appropriate models, which hinder their ability to implement innovative approaches. Developing expertise in applying various learning models can help address these challenges and enhance student engagement.⁹

Learning models are instrumental in enhancing student outcomes and achieving desired educational goals. Utilizing engaging educational media fosters motivation and encourages students to explore new ideas.¹⁰ Therefore, educators must prioritize innovation in their teaching methods to maintain student interest and create a vibrant learning environment.

The design of learning models is highly dependent on the subject's qualities and the resources that students have access to. Since no single model fits all learning contexts, teachers must adapt their strategies based

⁷ Muhammad Khan and Ahmed, *Perkembangan Kognitif Melalui Strategi Pembelajaran Interaktif*, Journal of Educational Psychology 92, no. 1 (2024), p. 120

⁸ Ramadhan and Rahman, *Praktik Terbaik Dalam Lingkungan Pembelajaran Berpusat Pada Siswa*, International Journal of Learning, Teaching and Educational Research 21, no. 3 (n.d.), p. 175.

⁹ Utami N and Handayani, *Menjelajahi Tantangan Teknik Pengajaran Modern*, Educational Research Review 9, no. 2 (2021), p. 81.

¹⁰ Rizqi A and Dewanto, *Pemanfaatan Media Dalam Meningkatkan Keterlibatan Siswa*, Journal of Educational Innovations 12, no. 1 (n.d.): 2023, p. 58.

on specific circumstances.¹¹ A well-structured learning model acts as a roadmap, guiding educators in their instructional practices.

An effective learning model requires students' intellectual and emotional involvement through activities like doing, analyzing, experiencing, and developing attitudes. Students' active and creative participation is equally important. In this context, the teacher serves as a coordinator, motivator, facilitator, and mediator to guide and support students in their learning process.¹²

The primary goal of the process of teaching and learning is to enable students to grasp the relevance of the knowledge and skills acquired. Establishing clear learning objectives is critical for all stakeholders involved in education, providing a benchmark for assessing the effectiveness of instructional programs.¹³

Assessment of student learning outcomes is a key indicator of educational success within schools. Regular evaluations are conducted to measure the extent to which educational goals have been met, providing valuable insights into student achievement.¹⁴

Student learning outcomes can indicate the success of education in schools. Assessments are carried out at the conclusion of every learning process within a designated time frame to ascertain the degree of student achievement. Evaluation gathers information to establish whether and how educational goals have been met, as well as to what degree.¹⁵

Learning outcomes are quantifiable student skills connected to various learning domains, including cognitive aspects, attitudes, and

¹¹ Fauzi and Hidayat, *Peran Model Pembelajaran Dalam Prestasi Siswa*, Journal of Educational Theories and Practices 15, no. 1 (2024), p. 6.

¹² Agus Purnomo Maria Kanusta, Fitriyah, *Pengantar Model Pembelajaran* (Lombok Tengah: Yayasan Hamjah Diha, 2022), p. 9.

¹³ Dewanto and Handayani, *Menetapkan Tujuan Pembelajaran Yang Jelas Untuk Evaluasi Program Pendidikan*, Jurnal Pengembangan Kurikulum 13, no. 4 (2022), p. 100.

¹⁴ Nugroho and Syahroni, *Evaluasi Rutin Hasil Belajar Di Sekolah*, Jurnal Penelitian Dan Evaluasi Pendidikan 19, no. 2 (2024), p. 207.

¹⁵ Tasya Nabillah and Agung Prasetyo Abadi, *Faktor Penyebab Rendahnya Hasil Belajar Siswa* (Prosiding Seminar Nasional Matematika dan Pendidikan Matematika, Sesiomadika, 2019), p. 659.

abilities. Students who are pleased with the teacher's teaching methods tend to grasp the material more effectively and attain improved academic performance.¹⁶ Therefore, if the learning process is not exciting and the atmosphere is not conducive, student learning outcomes can be negatively affected, resulting in low achievement and less than-optimal understanding of the material.

To address these challenges, educators are called upon to adapt their teaching models. One effective approach is the Flipped Classroom model, which emphasizes student engagement and collaborative learning. In this model, students review course material at home and utilize classroom time for discussions and collaborative problem-solving.¹⁷

A school called IMBS Miftahul Ulum Pekajangan Pekalongan was founded in 1997. This pesantren, which is situated in a busy village, has grown to be an essential part of the neighborhood. The goal of IMBS Miftahul Ulum is to give students living in the hostel a comprehensive education of the highest level. The school strives to raise a generation of capable and honorable individuals by emphasizing the intellectual, moral, and spiritual growth of its pupils. Even though IMBS Miftahul Ulum has been in operation for more than 20 years, it always works to enhance its instructional strategies to fulfill the requirements of the modern classroom and tackle current issues.

Based on the findings of interviews about the learning objectives of IMBS Miftahul Ulum Pekajangan Pekalongan 5 grade, it was found that the students lacked enthusiasm for receiving and comprehending lessons, especially during the Islamic Cultural History subject, which is taught in the last session of the school day. As a result, students' learning outcomes suffer

¹⁶ Khafifatul Fian, *Pengaruh Metode Pembelajaran Flipped Classroom Terhadap Prestasi Belajar Pai Di Sma Negeri 1 Sumpiuh* (Purwokerto, Universitas Islam Negeri Profesor Kiai Haji Saifuddin Zuhri Purwokerto, 2022), p. 3.

¹⁷ Sutanto, *Model Flipped Classroom Untuk Meningkatkan Keterlibatan Siswa*, *Jurnal Pendidikan Teknologi Informasi Dan Komunikasi* 10, no. 1 (2024), p. 47.

because they are too exhausted and lazy to pay attention to the explanations given by the teacher during the process of teaching and learning.¹⁸

The author also collected data on students' cognitive abilities through teaching methods such as lectures and assignments, which complemented the field data from interviews. Many students still fall short of the school's Minimum Completeness Criteria (KKM) of 75, as reflected in their daily assessment scores in Islamic Culture and History subjects. Specifically, 8 students, or 42.11%, achieved scores above the KKM, while 11 students, or 57.89%, did not meet the required standard. Therefore, it can be concluded that fifth-grade students are still struggling to accomplish satisfactory learning outcomes, particularly in Islamic Cultural History.

Observations of classroom dynamics suggest that a conventional learning model is a teacher-centered approach that contributes to low student engagement, leading to a less stimulating learning environment. This highlights the need for more interactive teaching methods to enhance concentration and participation during lessons.¹⁹

Considering the background information provided above, this study aims to analyze how well the Flipped Classroom learning model affects students' learning outcomes in Islamic Cultural History material. This is because the study aims to improve student achievement, and in order to do so, an inventive and successful learning model that uses a student-centered approach is required in order to boost students' enthusiasm for the classroom learning process. Because of this, the writer is keen to carry out a study titled " THE EFFECTIVENESS OF THE FLIPPED CLASSROOM LEARNING MODEL IN ENHANCING THE LEARNING OUTCOMES OF ISLAMIC CULTURE HISTORY MATERIAL FOR GRADE 5 STUDENTS AT IMBS MIFTAHUL ULUM PEKAJANGAN PEKALONGAN."

¹⁸ Interview Results with Miss Khulanah Sutarno Putri, Interview Code Number: 01/W/02/IV/2024.

¹⁹ Salim, 'Analisis Metode Pengajaran Yang Berpusat Pada Guru Di IMBS Miftahul Ulum', *Jurnal Penelitian Pendidikan Dasar* 11, no. 4 (2023), p. 80

B. Problem Formulation

Grounded on the explanation above, the statement of the problem is formulated as follows:

1. How are the learning outcomes of Islamic Cultural History using the Flipped Classroom learning model?
2. How are the learning outcomes of Islamic Cultural History using the conventional learning model?
3. How is the effectiveness of the Flipped Classroom learning model in enhancing the learning outcomes?

C. Research Objectives

Grounded on the explanation above, the statement of the research objective is formulated as follows:

1. To discover the learning outcomes of students in Islamic cultural history using the Flipped Classroom learning model.
2. To discover the learning outcomes of Islamic Cultural History students who use conventional learning models
3. To discover the effectiveness of the Flipped Classroom learning model in enhancing the learning outcomes

D. Research Significance

1. Theoretical Significance

This research is expected to contribute to the scientific knowledge base by providing insights for educators on effective learning models that can be applied in teaching practices. These models aim to enhance student engagement and foster deeper understanding, ultimately leading to improved learning outcomes. Additionally, the research offers practical guidance for teachers in

integrating innovative approaches, such as the Flipped Classroom, to establish a more dynamic and student-centred environment for learning. This can serve as a valuable reference for future educational strategies and curriculum development.

2. Practical Significance

a. For Researchers

This research can significantly contribute to the researcher's experience and knowledge as an educator. By participating in this research, the researcher will gain a deeper understanding of various effective teaching methods and strategies. Additionally, the researcher will be able to apply the findings and insights from the study in the classroom, thereby improving the standard of teachers and the process of learning for students. By implementing the acquired knowledge, the researcher can also create a more interactive and engaging learning environment, which in turn can help students achieve better learning outcomes.

b. For Students

Students' motivation to learn grows when the learning process is designed enjoyably, resulting in a better and more engaging learning experience. This approach also helps students more easily understand the material being taught, as a positive and interactive atmosphere encourages them to participate in learning activities actively.

c. For Teachers

Teachers may find this research useful in providing benefits as an additional alternative to the learning models that can be implemented in teaching activities aimed at improving student learning outcomes. By adopting innovative learning models, teachers can create a more

effective and engaging learning environment, thereby encouraging students to be more engaged and take part in the educational process.

d. For Institutions

The research's findings are anticipated to enhance the caliber of student learning by offering more options for teaching activities, particularly through learning models that teachers can use. Furthermore, this research also aims to motivate students in the learning process, enabling them to become more active and engaged in every learning activity conducted.

E. Writing Systematics

The first chapter includes the background of the problem, problem formulation, research objectives, research benefits, and systematic writing.

The second chapter includes the theoretical studies of the theoretical framework from the Flipped classroom learning model, relevant research results, frameworks, and research hypotheses.

The third chapter contains the research methodology. This chapter presents the place and time of research, research methods, types of research, data collection techniques, and data analysis techniques.

The fourth chapter contains Data Presentation, Analysis and Discussion. In this chapter, the researcher will present data (general and specific data), which is general and specific data. Data analysis Descriptive Analysis, Analysis Requirements Testing, Hypothesis Testing) and Discussion

The fifth chapter is the closing, which consists of conclusions and suggestions.