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The Implementation of Flipped Classroom and Course Review Horay to Increase Learning Activity and Outcomes

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Abstract

The observations result from Social Eleventh Graders at 2 MAN Batu, showed that the learning activity and learning outcomes of Economics are still under standard amounted to 74. This was due to delivery of materials still use one direction methode. Students do not have the readiness for learning activities in the classroom. These things have an impact on low activity and student learning outcomes. This research aims to increase the activity and student learning outcomes in Social Eleventh Graders at 2 MAN Batu by implementing Flipped Classroom and Course Review Horray (CRH) learning model based lesson study. This research consisted of two cycles. The learning outcomes measured by the value of group working and the tests carried out at each end of the cycle. The results of student learning activities in the first cycle was 58 and the second cycle the student learning activities value increased to 72. The research result of students learning outcomes in the first cycle was 75% and the second cycle increased to 89,29%. Based on the result of the classroom, the first conclusion of application of Flipped Classroom and Course Review Horray (CRH) learning models can be applied in the learning process on Economic subjects. Second, the application of Flipped Classroom and Course Review Horray (CRH) learning models to increase the students' learning activities on Economic subjects. The third application of Flipped Classroom and Course Review Horray (CRH) learning models can improve student learning outcomes on economic subjects.

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INTRODUCTION

Economic is dynamic social science, but in reality the economic is less accommodated better in the class. This condition takes effect to student learning result, so that becomes low. Data of XI IPS 2 MAN Batu City the percentage mastery learning student is 62.50% where there are 15 students who manage to score in accordance or exceed the KKM in the school set. While 13 other students by 37% got values below KKM. Besides other factors that less support the learning activities is the lack of readiness of student. Readiness in learning will make students enter the classroom without any readiness then the students will be passive in the learning process. Information will be received directly without any active response in the form of opinions, questions or arguments from students. This affects the students learning activities. In class XI IPS MAN Batu City, the average value of student learning activity 63 with KKM value of 75. One way teacher can be done is flipped classroom learning. Learning methods that flipped classroom learning is method that abandons traditional learning, the material is given in the classroom the students do the work at home through video learning. A research on effects priming to memories shows that when students get certain stimuli, for example on fact, their memory connects their previous experience (Bodie et al, 2006).

Based on a module in a paper entitled "the implementing a flipped classroom: an instructional module (Shimamoto:2012) that the application of learning models flipped learning get collaboration with other activity, one of them is competitive games. The individual or group can to increase the sense of competition and knowing level of student understanding. This study aims to address student learning problem and not related to students. Therefore, research is better is the implementation is done based on lesson study. This will make it easy for the teacher for observe the students progress in detail. So the teacher will be easy to see and knowing the learning done in the classroom.

Through this research will be know 1. How the application of flipped classroom on economic study in XI IPS 2 MAN Batu City 2. Whether the application of flipped classroom learning model can improve student learning 3. Whether the application of flipped classroom learning outcomes in XI IPS 2 MAN Batu City.

METHOD

The presence of researcher in performing this action in full. The study was conducted unrepresented and left no place during the study. The presence of researchers as observe, planner, and implementation of action, data collection and reporting research result. Subject in this research is student with mean value 74 which mean not yet KKM. In this study there are some data taken by researchers during the study took place.

RESULT AND DISCUSSION

Learning model application flipped classroom and course review horray based on lesson study, applied to every cycle throughout the meeting. During the lesson in cycle 1 and 2, learning model application flipped classroom and course review horray based on lesson study on economic subjects has carried out well,

even thought not perfect in cycle 1. The lesson has shifted according to the learning model flipped classroom and course review horray.

Based on learning model concept of flipped classroom which has been submitted by Bergmann and Sams (2012) that when the learning in the classroom has done by students at home, and homework that usually done at home was completed in school. In this research, the students have studied the material at home through the learning videos that have been given by the teacher one day before the lesson begins. While the tasks are usually done at home, in this research will be working in the class through group discussion and class discussion. Students comprehension about material that has been done before the class begins, greatly helps the student for solving the problems by the teacher in the classroom. The students are more actively to relate the issues given by teacher with the material that has been witnessed previously. In this case, character learning videos as priming has been seen. Bodie et al., (2006) said that priming effects in memory refer that when students get certain stimuli, for example one fact, their memory or memory will connect their previous experience (priming) which are related stimulation.

Activities in the classroom are absolutely filled with discussion activities that require student participation to make a perfect knowledge, so the presence of teachers in the classroom is only a facilitator. That matter in accordance with The Flipped Learning Network & Pearson's School Achievement Services (Hamdan & Mc. Knight 2013) that one of the main pillars of the model of learning flipped classroom is a teacher-centered learning model that turns to be student-centered, so that students are more actively involved in the formation of knowledge.

During the process of learning activities in the classroom, students spend most of the time learning by interacting with each other in group discussion activities as well as class discussions. This is in compatible with the theory conveyed by Johnson (2013) Flipped Classroom is a strategy that educators can provide by minimizing the amount of direct instruction in their teaching practice while maximizing interaction with each other.

Giving a questions that are packed in the form of games Course Review Horray is very effective to build a passion of learning and student activities. During played of the game, students showed a good response, between groups was very enthusiastic in answering every question. According to the statement by Shoimin (2014), learning model Course Review Horay have advantages, the students will be trained to cooperate to answer a questions when teachers randomly assign to form checklist (v) on horizontally, vertically, or diagonally. Furthermore, giving explanation to each question can be strengthening for student comprehension.

Lesson study activities during the implementation took place very helpful in this research to increase student activity and student result study. An experience by students at each meeting can help researchers make improvements on the way teachers teach at the next meeting, so the quality of teaching can be better. Based on statement from the PPL development team of Malang State University (2011) that lesson study is an approach of improving the quality of learning carried out by teachers collaboratively. In this research, every stage is done together with all team of lesson study that consisting of researchers, teachers, and 2 peers.

Learning model application flipped classroom and course review horray based on lesson study is aiming to increase student learning activities. This research was observed student learning activities included in affective learning outcomes through an interaction of students with students and students with teachers. Based on the technical guidance of the affective assessment in Senior High School (<http://Juknispenilaianafektif.pdf>) published by the Development Department of Senior High School there are several indicators in observing student activities, including:

1. Enthusiastic learners to following the lesson
2. Interaction of students with teachers
3. Interaction between learners
4. Teamwork
5. The activities of learners in groups
6. Learners participation to conclude the results of the discussion

On the 5th indicator, the researcher transforms into a learner's activity in class discussion because in this study a lesson consists of two types of discussion, ie group discussion and class discussion. Every indicator, the researcher makes a detailed explanation of 4 student activities conducted in the classroom. Based on a observations who made by the observer, during the process of learning there is an increase in student learning activities from cycle 1 to cycle 2. Here is the description:

1. Enthusiastic learners to following the lesson

In this indicator there are 4 explanations of student activity, ie learners regard to teacher explanation, learners not doing to do other work, spontaneous work when given task, and learners not affected by situation outside class. In both cycles this indicator shows a good percentage of success. In cycle 2 the average value on this indicator has increased. According to observations, the overall activity is displayed by almost all students. Most of the students are enthusiastic in following the economic lesson using the learning model of flipped classroom and course review horror based on lesson study. It is seen from how the students regard to teacher's explanation, discipline and response doing the tasks given by good teachers and learners who are largely unaffected by the situation outside the classroom so they focus in learning.

2. Interaction of students with teachers

Activities in this indicator include students ask the teacher, learners answer questions from teachers, learners use the teacher as a resource, learners use the teacher as a facilitator. In cycle 1 students are less utilizing the presence of teachers as resource persons and facilitators. Student and teacher interaction is only visible when the teacher asks questions but only some students dominate in answering the question. Only a few students dare to use the teacher's situation in both group discussions and class discussions. Based on the observations in cycle 1, the average value of this indicator is very low, but in cycle 2 has started to increase significantly. Many students are no longer awkward to communicate with teachers. The teacher's attempt to convince if the wrong student's answer will not reduce the value. The teacher's encouragement keeps students motivated to be active in learning activities.

3. inter –student interaction

In the first and second siklus the interaction indicator interstudent consist of activity like a student ask a question to his/her friend in one grup, the student answer a friend question in one group, the student ask a question to another group, and that group answer the question and that can show a good result. On the strenght of score observsi average result, inthe first and second siclus is stabil. This is because the student very free when the student make a interaction to them friend, so that interaction between the student for a once group or the discussing class create so well. The student can made do with good of them members with ask a question and answer to them friend in one group. More of that the student occasionally ask a question to them friend in another members.who nearness siting of him/her. This is showed that the student not only learn from the teacher but can learn from them friend.

4. Group cooperation

The indicator in the teamwork there is 4 kind activity like a student helping his/her friend when his/her frien have a problem, a student asking help to his/her friend, if have a problem, the student check off the answer/conception inthe group and in the group make a workdivision. In the first and second siclus according to the observation activity result in this indicator seen much student showing. this Is like inter-student interaction, the student disposed much activ when that student make a interaction with another student. The group discussion doing better because there is a workdivision and all of the group very apreciated to each opinion in the each group.

5. Activity student in the discusion class

According to the observer monitoring in the first siclus the indicator which consist of activity student in student tell his/her opinion, the stdent recive question/opinion coleage, student doing the work group and then the student tell his/her opinion. This is because many student who shy to talking whos then be listening all student in the class. That students asking to they friend to tell the opinion. So discussing in the class just dominate of certain student. However, because impuls and stimulus whos giving from teacher, that student to be brave and not shy again when telling the opinion. So during observation activity read student in the discussing class in secon siclus, observer find upgrading which very signifikan, this is showed from the upgrading presentase. Big partly student activ to telling the opinion in the discuss class, but here the teacer mush be stay to giving intersting motivation and stimulus so studen can interesting to talking in the class.

6. Participation student in conclude consideration result

In the first siclus, according to the observation whos doing observer the indicator which consist to student activity raise the hand for join to make a conclude, a student responed a question or conclude them frend. stssuden give an apreciate the opinion whos frend giving down enough. This is because in the first siclus the time menejemen was doing from teacher is poorly, so inthe last step study just view minute left. So just a teacher with one student. This undercommunication which make activity in the indicator not much showed from student.

In the second siclus, the tacher make some improving to the time menejemen study. All of study step walking within with time allocation which planed in the

RPP. Until the last step the time was left agree with the planing. According to the observation result, activity in this indicator much showed by student, so in in this indicator the persentase was improving.

According to the that description the model aplication study *flipped classroom* and *course review horray* be principal *lesson study* can make student showing variety actifity either inthe interaction with friend or with teacher. Aktifity's whos showed can showing that there is improving dtudent actifity in the class. This is agree with observation who doing from Eunice Oyitayo Olakanmi (2016) in the which entitled *the effect of flipped classroom model of intruction on student : performance and attitudes forwards chemistry*. In that observation an study model aplication *flipped classroom* can improve studen performace. In the class of experiment as big as 10,82 from 15 maksimal scors but in the class of control got scors M as bis as 7,21.

During with that observation, in anothe observation who doing from Askarina Shanti in the 2013 about mdel aplication of study *course review horray* in Geography lesson studen class X-5 SMA Negeri 1 batu can improving activity and study result too.

The study result in this observation is a attainment from the study proces which be held wit doing working the test was teacher gived. Accourding to the teori who be telling for Sudjana(2014) telling about that study result is a capability was student have after he/she got a study experience. Study result lying with from the partinent student.the condition whe the student maximisestudy proces, so the dtudy result is good too. In the other way, when the studen is not spirit inthe competition with his/her friend to be the bes so the result is not good too. Here needed monitoring to the studen study result. Observation was doing fromDwi Irawati (2013) after assambled study model *course review horray* that showwed in the study result studen in the kognitif aspek that begin in the first siclus there is some students whos finally score test always in over from standard score. In the second siclus study completeness klasikal was achieve when assambled in the history lesson clas IX in the SMA NEGERI 1 Ponggok. Biside that observation was doing from Jallal Noury (2016) that *low achiever* can having improv study result was signifikan and the observation from Gross David (2015) that studen study result having improved 11,6%.

In this obesrvation the kognitif study result used as be showed how much big the understanding student, memory, understand, application, analisis, sintesis and evaluation when assambled study model *flipped classroom and course review horray* be based *lesson study*. Study result by student looked from got member score and test score was be doing frm the observer in first and secon siclus, assambling study modle model *flipped classroom and course review horray* be based *lesson study* can improving studen study result if be comparison with study model before.

In first siclus assmbling model *flipped classroom and course review horray* be based *lesson study from the count presentase result* the finished study result studen in the kognitif aspek little bit having improving comparison with study resul with the kognitif aspek before. In the second siclus in kognitif aspek can be showed there for improving presentase finishing study resul student whos very enoug signifikan. Accourding to the improved the student was showed a change for study which doing. That change that is a scor eplus shos student got.

Agree with a telling from Wayne and Youngs (2003) that study result go together with *value-added* or plus score whos haved by student from study before during after doing a lesson. Improving study result is because for many factors, especially study quality an student study area. Applikation of study vidio is very efective in studen experience study and can exacerbate a memory about study matery this is showed that a lesson very be more qualited. Giving matery with a vidio whos be watched by student in the home giving a more time to studen and teacher to doing an interaction so area or the condition is efective. Like be telling for Carroll in the Angkowo and Kosasih (2007) and that can changed study result student.

CONCLUSION

Accourding the data explanation and consideration as already, so we can conclude that *classroom* and *course review horray* be based *lesson study* economy lesson class of XI IPS 2 MAN Batu City in 2016/2017 study year can be carried out so good. That is showed in the presentase carried out study model in siclus I is that 92,6 % and siclus II having improved 3,7% become 96,3%. More of that application study model *flipped classroom* and *course review horray* be based *lesson study* in the economy lesson class of XI IPS 2 Batu City can improving studen study activity. This is can be provable wit an average score studen study activity in the firsth siclus is 58 and having improven in the second siclus become 72. The application of model *flipped classroom* and *course review horray* be based *lesson study in the economy lesson class* of IX IPS2 MAN Batu City can improving student study result too. This is can be seen from the persentase student study completed in the first siclus is 75 % and then become improved to be 89,12 % in the second siclus.

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