STUDENTS' PERCEPTION TOWARD FLIPPED CLASSROOM

THESIS

Submitted by :

INTAN JULIANDA

The Student of English Department
Faculty of Islamic Studies
Reg. No. 1805180003

FACULTY OF ISLAMIC STUDIES
UNIVERSITY OF MUHAMMADIYAH ACEH
BANDA ACEH
2022 M/ 1444 H

THESIS

Submitted to Faculty of Islamic Studies of Muhammadiyah Aceh University
Banda Aceh as a Partial Fulfillment of the Requiresment
for Bachelor Degree (S-1) on Teacher Education
of Faculty of Islamic Studies

by :

INTAN JULIANDA

The Student of English Department
Faculty of Islamic Studies
Reg. No. 1805180003

Approved by :

Main supervisor,	Co- Supervisor,
Ika Kana Trisnawati, S.Pd.I., MA., M.Ed.	**Rahmatun Nisa, S.Pd.I., M.Pd.**

It has been Defended in Sidang Munaqasyah in front of The Council of Examiners for Working Paper and Has Been Accepted as a Partial Fulfillment of the Requirement for Sarjana Degree (S-1) on Teacher Education of Faculty of Islamic Studies

on:

Wednesday, August 23rd, 2022 M
Muharram 26th, 1444H

at:

Banda Aceh

THE COUNCIL OF EXAMINERS

Chairman,	Secretary,
Ika Kana Trisnawati, S.Pd.I., MA., M.Ed.	**Cut Mawar Helmanda, S.Pd.I., M.Pd.**
Member,	Member,
Rahmatun Nisa, S.Pd.I., M.Pd.	**Lina Farsia, S.Pd.I., MA., M.Ed.,M.TESOL**

Certified by:
The Dean of Faculty of Islamic Studies
Muhammadiyah Aceh University

Dr. Rosnidarwati, S.Ag., M.A.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahim...

First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the final project. Second, Shalawat and Salam always dedicated to our beloved prophet Muhammad SAW, the last prophet and the prophet who had brought us from the darkness to the brightness.

The deepest thanks are due to my Mrs, Ika Kana Trisnawati, S.Pd.I., M.A., M.Ed. as my main supervisor and Mrs, Rahmatun Nisa, S.Pd.I., M.Pd. as my co-supervisor who led and gave me valueable suggestions, and guidance during writing my study. I also would like to express my sincere gratitude to all the English lecturers who have taugh, guided, and encouraged me during I studied in English Department. And thanks also to Mrs, Risa Fitria, S.Pd.I, M.Appling., M.Ed. who has given me the opportunity and helped me in doing research in her class.

Finally, special thanks for my beloved parent, sister and brothers for their upbringing of me and their tireless efforts and support in every path I take to achieve my dreams and goals. And thanks to all of my best friends Ghifari, Fasya, Nurul, Yulia and Anida who always struggling together in preparing research and

accompany me while I am studying in English Department for their motivation and spirit.

Last but not least, I'd like to thank myself. Thank you for never deciding to give up, no matter how difficult the process of preparing this thesis was. Thank you for fighting so far and thank you for understanding that there are complicated things to deal with.

Thank you for supporting and guiding me to where I am today. May Allah SWT the Almighty God continue to bless you all

Banda Aceh, August 23rd, 2022

Intan Julianda

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIXES

ABSTRACT

The objective of this study is to describe students' opinions on the use of the Flipped Classroom learning method. The research design of this was quantitative descriptive. There were 170 students from the President's Development Center serving as research participants. Data for this study were collected using questionnaire and tested with validity test, reliability test and descriptive statistics analysis using the SPSS version 25 program. Questionnaires were given at the end of the IELTS preparation class. The findings showed that students' perception toward the Flipped Classroom were positive. Students believe that the Flipped Classroom a suitable learning method for them. Students hoped that more teachers used the Flipped Classroom because the material in the form of videos increased their understanding of the learning material.

Keyword : Students' perception, Flipped Classroom.

CHAPTER I

INTRODUCTION

A. Background of Study

The impact of covid-19 is still prolonged until now, this pandemic has had a major impact on the economy to the field of education in Indonesia. Education in Indonesia is currently still in a state that is not yet normal where learning is still done online. In areas that are still in the red, yellow and orange groups, they are still not able to do face-to-face learning fully. In this case, the number of days students arrive at school and the number of students in class will likely be limited. Maybe students only study for two or three days at school, and the rest study at home. Similarly, to maintain social distancing, only half the students in each class, the other half enter the next day. With these conditions, principals and teachers continue to look for effective and efficient learning models to use in these conditions.

Flipped classroom is a learning model in which students before studying in class learn the material first at home according to the assignments given by the teacher, then strengthen their understanding of the material the next day in class and can also be accompanied by giving assignments about the material that has been studied at home. Bergmann and Sams argued that, “Basically the concept of

a flipped class is: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class."[1]

Furthermore, flipped-class is a subset of blended learning; as we all know, blended learning makes classes more dynamic and engaging both inside and outside the classroom. Students have more opportunity to discuss and practice what they learn in class as a result of increased engagement. Students are well prepared for class because they have absorbed the content at home, and they are more confidence in their ability to participate in classroom activities.[2] Therefore, the flipped classroom method is the most widely used method during the new normal period in Indonesia. By following the rules that have been set to carry out face-to-face learning, namely by dividing students into two study groups who then carry out face-to-face learning alternately with other groups.

Based on this explanation, and because the researcher want to know what the students think about using Flipped Classroom in learning during the pandemic, especially in the President Development Center of President University. The researcher conducted this research at President University because one of the classes at the President Development Center used the flipped classroom method in carrying out learning so that it was in accordance with what the researchers wanted to study. Researcher are interested in conducting research to continue the

[1] Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Everyday, Chapter 2, Firts Edition, (USA :* International Society for Technology in

[2] Zamzami Zainuddin, "First-Year College Students' Experiences in the EFL Flipped Classroom: A Case Study in Indonesia", International Journal of Instruction, Vol.10, No.1, (January 2017), p.133-150.

background of this study. Thus, the reseacher is pleased to present *"Students' Perception Toward Flipped Classrooom"*.

B. Research Questions

Based on the background of the study above, the researcher formulates the following research questions:

1. What are the students' perceptions of flipped classroom?
2. Do students perceive that the Flipped Classroom supports their learning?

C. The Aims of Study

1. To find out students' perception about the use of flipped classroom.
2. To find out do students feel that Flipped Classroom support their learning.

D. The Significance of Study

1. Lecturers

The result of this study gives lecturers clear information about the students' perceptions of Flipped Classroom. Therefore, they have a new perspective in the way they teach using the flipped classroom.

2. Students

Through this research, the researcher believes that the research can help the students to find out if Flipped Classroom can help/support them in learning. The researcher also hopes that this research can be useful for students who want to know more about flipped classroom.

E. Terminologies

To provide a better understanding of the study, the operational definitions of the following terms are employed:

1. Perception

George and Jones explained that "Perception is the process by which individuals select, organize, and interpret the input from their senses (vision, hearing, touch, smell, and taste) to give meaning and order to the world around them. Through perception, people try to make sense of their environment and the objects, events, and other people in it".[3] Perception is defined as a student's view or response to the utilization of the flipped classroom in this study. In case in this research is students' perceptions toward Flipped Classroom can be used to address the research question.

[3] Jennifer M. George and Gareth R. Jones, *Understanding and Managing Organizational Behavior*, Chapter 4, Sixth Edition, (New Jersey : Pearson Prentice Hall, 2005), p.97.

2. Flipped Classroom

The flipped classroom is a learning method in which students obtain new things outside of class and afterwards participate in interactive conversation in class.[4] According to Lai & Hwang, the flipped classroom is an approach that switches in-class lectures with collaborative hands-on activities and requires students to preview course materials outside of class.[5]

As a conclusion, the flipped classroom is the opposite of the traditional method, in that learning with the flipped classroom necessitates learning to understand the material outside of the classroom while the assignment or deepening of the material is completed in the classroom. This indicates that learners use class time to solve problems and discuss real-world issues. Simply defined, the flipped classroom is a teaching technique in which students study material assigned by the teacher individually at home before exploring it further in class, with assignments and conversations taking place in the classroom.

F. Previous Studies

There are two researchs related to the use of flipped classroom were conducted by Dwi Yulia Yulianti and Amanda Vira Maharani, Hamamah, Ika Nurhayani.

---

[4] Zamzami Zainuddin and Mohammad Attaran, "Malaysian students' perceptions of flipped classroom: a case study", Innovations In Education and Teaching International, Vol.53, No.6, (October 2015), p.660-670.

[5] Chiu-Lin Lai and Gwo-Jen Hwang, "A self-regulated flipped classroom approach to improving students' learning performance in a mathematics course", Computers & Education, Vol.100, (September 2016), p.126-140.

Dwi yulia in her research entitled *students' perception on the use of flipped classroom* (2019), tries to find out participant perception on the use of flipped classroom on one of the majors in higher education with internet-based technology learning. The source data of her study was an interview with two female participants that shared information about their perception of using e-learning in a flipped classroom activity. She used interview as instument data collecting technique. The result of her research showed that students have a positive mindset toward flipped learning since they can do technically material prepared before conducting activities outside of class and have well-prepared prepared before coming to a real class, according to the findings of her research. They also had a lot of interaction with their classmates during cooperation and enough interaction with the teachers to get feedback on their outside-of-class activities.[6]

The second research was conducted by Amanda Vira Maharani, Hamamah, Ika Nurhayani *Indonesian Undergraduate EFL Students' Perceptions Toward Flipped Classroom* (2019) which was conducted on participant of fourth semester undergraduate student. The research was aimed to investigate the perceptions of flipped classroom on Indonesian EFL undergraduate students. For the research method, the researcher used the survey research method with questionnaires. According to the findings of their study, students thought the activities in the flipped classroom were effective and helpful to them. On the other hand, the pre-

[6] Dwi Yulia Yulianti, A Thesis: "Students' perception on the use of Flipped Classroom", (Yogjakarta: Universitas Islam Indonesia, 2019).

class activity aided their comprehension, but they did not regard it as a required activity.[7]

G. Research Methodology

1. Research Design

The data used for this study was collected through descriptive quantitative research method. Based on Arikunto, descriptive quantitative research approach is one that commences with data collecting, interprets the data, and then considers appearance and outcomes in order to create an objective image or description of a situation using numbers.[8] According to Sugiyono, quantitative research methods are those that use research methods based on the positivist philosophy to examine particular populations or samples, collect data using research instruments, and then analyze the data quantitatively or statistically with the intention of proposing hypotension that has been established.[9] By using quantitative research, researcher tries to find students' perception toward the use of flipped classroom.

This study used a survey method and was conducted in an experimental class. The SPSS version 25 program will be used to conduct validity tests, reliability tests, and descriptive statistics analysis on the data collected through the use of questionnaires in this study.

---

[7] Amanda Vira Maharani, Hamamah, Ika Nurhayani, "Indonesian Undergraduate EFL Students' Perceptions Toward Flipped Classroom", Edcomtech, Vol.5, No.1, (april 2020).

[8] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, BAB II, Revised Edition Six , (Jakarta : Rineka Cipta, 2006), p.20.

[9] Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*, BAB 1, 26th Edition, (Bandung: Alfabeta, 2017), p.8.

2. Research Participation

According to Arikunto, purposive sampling is a technique of taking samples not based on random, regional or strata, but based on considerations that focus on certain goals.[10] Thus, in this study, researcher took participants from students of the education center as samples for research. The researcher took 200 people who were students from the President Development Center of President University.

3. Techniques and Data Collection

In this section, the researcher uses technique in collecting data by means of questionnaire.

a. Questionnaires

Researcher used questionnaire to find out students' perception about the use of flipped classroom and to find out do students feel that Flipped Classroom support their learning. Based on Arikunto, a questionnaire is a set of written questions designed to elicit information from respondents in the form of self-reports or information on items that are known.[11] Meanwhile, according to

[10] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, BAB XI, Revised Edition Six, (Jakarta : Rineka Cipta, 2006), p.131.

[11] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, BAB XIII, Revised edition, (Jakarta : Rineka Cipta, 2010), p.194

Sugiyono, a questionnaire is a data collection method in which the participant is asked to answer a variety of questions or a written statement.[12]

The form of questionnaires used in this research is likert scale. The Likert scale, according to Sugiyono, was used to assess individuals' or groups' attitudes, opinions, and perceptions of social phenomena under investigation.[13] This questionnaires is based on the assumption that the strength or intensity of an attitude is linear, ranging from strongly agree to strongly disagree, and that attitudes can be assessed. This technique is focused on finding out what students perception about the use of flpped classroom and and to find out do students feel that Flipped Classroom support their learning. Then the researcher delivered 16 questions which would be distributed online using a google form to participants. These questionnaires were adopted from Yousef Aljaraideh research.

4. Technique of Data Analysis

The researcher used the Likert Scale to find out about students' perception toward the use of flipped classroom and to find out do students feel that Flipped Classroom support their learning. This questionnaires stratified scale employs a modified Likert scale with four responses options: strongly agree, agree, disagree, and strongly disagree. This questionnaire, according to Sugiyono, presented 4 (four) possible replies, namely: Strongly Agree (SA) with a score of 4, Agree (A)

[12] Sugiyono, *Memahami Penelitian Kualitatif*, Tenth Edition, (Bandung : Alfabeta, 2005), p.162

[13] Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*, BAB 6, Tenth Edition, (Bandung: Alfabeta, 2010), p.93

with a score of 3, Disagree (D) with a score of 2, and Strongly Disagree (SD) with a score of 1.[14] The information gathered from the study's findings will be examined in stages, which include:

1. Validity test

Validity refers to a measuring instrument's ability to measure what it claims to be able to measure.[15]The validity test in this study was conducted using the Pearson Product Moment formula and the SPSS version 25 program. When deciding which items are valid, r_{count} is preferable to r_{table}. If $r_{count} > r_{table}$ with a significance level of 0.05, the item is said to be legitimate. If $r_{count} < r_{table}$, the item is considered invalid.

2. Reliability Test

The interpretation that even an instrument is reliable quite to use as a data collection method since the instrument is already good is referred to as reliability. Reliable instruments should produce reliable data.[16] The Cronbach Alpha formula was used to calculate the reliability test with the SPSS version 25 program.

The instrument is said to be reliable if $\alpha \geq 0.60$. On the other hand, if $\alpha < 0.60$ then the instrument is declared unreliable.

3. Descriptive Statistics Analysis

---

[14] Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*, BAB 7, 23th Edition, (Bandung: Alfabeta, 2016), p.134-135

[15] Syofian Siregar, *Statistik Parametrik Untuk Penelitian Kuantitatif,* BAB 5, First Edition, (Jakarta: Bumi Aksara, 2013), p.75

[16] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek,* Revised Edition V, (Jakarta: Rineka Cipta, 2002), p.154

A descriptive statistics analysis is a statistic that is used to evaluate data to explain or discuss the information that has been gathered as it is without making generalizations or conclusions applicable to the public.[17] Descriptive analysis describes how data is distributed. The data distribution under consideration is the measurement of central tendency as well as the measurement of shape. The minimum, maximum, mean and standard deviation descriptive statistics techniques were used in this study.

[17] Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*, BAB 8, 26th Edition, (Bandung: Alfabeta, 2017), p.147

CHAPTER II

THEORITHICAL REVIEW

A. Perception

1. Definition

Perception, according to Sarlito is the ability to recognize, categorize, concentrate, and so on until being translated.[18] Since perception contains an interpretation of a person's views or responses, the term perception is usually used interchangeably with the terms views or assumptions. When a person lacks all of his senses, they will lose one of his receptors' roles in receiving various forms of inputs. Pursuant to Bimo, Perception is a process that is followed by sensing, and that is a process in which the individual receives a signal through the receptor.[19]

Based on the words of the experts above, perception is a sensory excitatory input that is preceded by the senses and conveyed consciously or subconsciously to the human brain. Perception is subjective and based on one's perspective of a given thing. As a result, elements starting within that are provided with individual ideas from a person influence relative perception.

[18] Sarlito W. Sarwono, *Pengantar Psikologi Umum,* BAB 3, First Edition, (Jakarta : Rajawali Pers, 2012), p.86

[19] Bimo Walgito, *Psikologi Sosial (Suatu Pengantar)*, Fifth Edition, (Yogyakarta : Andi Offset, 2010), p.99

2. Factors Affecting Perception

There are various aspects that have a role in the holding of a perception or the frequency of a perception, and that is a need for perception to develop. Perception is influenced by various factors that have been identified by Walgito, including:

1) Internal factors, such as those affecting bodily and psychological well-being.
2) External factors, such as the stimulation and qualities that stand out in the surroundings behind the object that is a unity or a difficult to separate unity, include, but are not limited to: Teachers, learning methods, materials, facilities and infrastructure, the environment, and friends are all important factors to consider.[20]

Meanwhile, according to Irwanto et al, the factors that influence perception are as follows: selective attention, excitatory characteristics, individual values and needs, and previous experience.[21]

In addition, based on Thoha, the factors that influence a person's perception are as follows:

1) Internal factors : Prejudices, wishes or expectations, attention (concentration), learning processes, physical problems, mental diseases, values and needs, as well as interests and motives, are all factors to consider.

[20] Bimo Walgito, *Psikologi Sosial (Suatu Pengantar)*, Fourth Edition, (Yogyakarta : Andi Offset, 2003), p.54-55

[21] Irwanto, et al, *Psikologi Umum*, First Edition, (Jakarta : Prehallindo, 2002), p. 96-97

2) External factors : family background, information obtained, knowledge and needs around, intensity, size, opposites, repetition of motion, new and familiar things or unfamiliar objects.[22]

The factors that influence perceptions in the education learning process can be identified as a stimulus that affects the results of students' views of the education learning process, according to the experts. The indicators of the elements that influence these beliefs are described as follows:

1) Internal factors

There some internal factors, are:

a. Attention

The opinion expressed by Slameto, Attention is an activity carried out by a person in relation to the selection of stimuli that come from the environment.[23] As a result, attention is one of the psychological aspects having notable qualities, both within and outside the individual, that can aid in teaching and learning exchanges involving play activities, focus, and awareness. Biological, social, habitual, attention, awareness, stimulation, and will components originate from within, while movement and the environment come from outside.

[22] Miftah Thoha, *Perilaku Organisasi Konsep Dasar dan Aplikasinya*, Revised Edition, (Jakarta : Grafindo Persada, 2014), p. 154

[23] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi*, BAB 5, Revised Edition, (Jakarta: Rineka Cipta, 2013), p. 105

b. Interest

Slameto defines it as "a sensation of preference and devotion to a product or activity without anyone informing you." The acknowledgement of a relationship between oneself and something external to oneself is referred to as interest.[24] The more the interest, the stronger or closer the relationship. According to the definition provided by specialists, interest is defined as a person's attraction to an object or a favorite activity accompanied by pleasures, attention, and activity.

c. Experience

Experience is defined as something that has been experienced (lived, felt, borne) according to Alwi.[25] Experience has an influence on students in participating in learning. A good experience will lead to a good perception in following the next lesson. Vice versa, a bad experience will lead to a bad perception as well.

2) External factors

There some external factors, are:

a. Teacher

A positive relationship between teachers and students has a positive impact on learning because pupils who like the teacher are more

[24] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi*, BAB 6, Revised Edition, (Jakarta: Rineka Cipta, 2013), p. 180

[25] Alwi Hasan, *Kamus Besar Bahasa Indonesia*, Third Edition, (Jakarta : Balai Pustaka, 2002), p.26

likely to take the learning process seriously.[26] All persons who are authorized and responsible for the teaching of students, both individually and academically, at school and outside of school, are called teachers. This indicates that a teacher must possess the fundamentals of competence, such as authority and the ability to carry out their responsibilities. Teachers are professional educators whose major responsibility is to educate, teach, guide, direct, train, assess, and evaluate pupils from early childhood through formal secondary school.

Teacher competence, as defined above, is an absolute ability possessed by a teacher, both in terms of knowledge, skills, and talents, as well as responsibility for the students he cares for, in order to carry out his duties as an educator properly.

b. Learning methods

The learning method is a technique or effort used by educators to ensure that students' teaching and learning processes are carried out in accordance with the goals. Another way of looking at it is that a learning method is a presenting style that a teacher masters in order to teach or present learning materials to pupils in the classroom, either individually or in groups, so that learning can be properly received, understood, and utilized.[27] This method of learning is

[26] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi*, BAB 3, Revised Edition, (Jakarta: Rineka Cipta, 2013), p. 66

[27] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi*, BAB 3, Revised Edition, (Jakarta: Rineka Cipta, 2013), p. 65

critical to ensure that the teaching and learning process is enjoyable for the students and that they can readily absorb information from the educators.

c. Theory

Teaching materials, according to Paulina and Purwanto, are materials or subject matter that are organized systematically and used by teachers and students in the learning process.[28] Another way of looking at it is that learning material is a combination of knowledge, skill, and attitude that all students should possess in order to satisfy the competency learning criteria that have been established. As a result, it may be stated that learning content is a tool for achieving a learning goal.

d. Facilities and infrastructure

Educational facilities include classes, chairs, tables, blackboards, books, etc. Infrastructure, on the other hand, is something that is employed to make the learning process easier. For instance, laboratories, computers, sports fields, and so on. Students will be able to accept the subject content if the facilities and infrastructure are in place. Students' enthusiasm to participate in the learning process can also be boosted by well-equipped facilities and infrastructure.

e. School environment

[28] Paulina Pannen dan Purwanto, *Penulisan Bahan Ajar,* Revised Edition, (Jakarta : PAU-PPAI Universitas Terbuka, 2001), p. 6

The school environment is a component of the school's physical, mental, and social environment that complies with health standards in order to support the teaching and learning process as well as students' growth and development. The term "educational environment" refers to a variety of environmental elements that influence educational practice. The educational environment, which is a part of the social environment, is a collection of environments in which the educational process takes place.

f. Friends

Friends are people who have friendships and interact with one another in a social setting. Based to Slameto, good friends have a positive influence on pupils, while bad friends have a negative influence on kids.[29] In order for pupils to do well in school, it is vital to work hard to ensure that they have good peers, excellent associations, and appropriate parental and educator supervision.

B. Flipped Classroom

1. Definition

Flipped Classroom learning methods are student learning techniques in which students learn the material at home before class and then participate in teaching and learning activities in class, such as doing assignments and debating issues or

[29] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhi*, BAB 3, Revised Edition, (Jakarta: Rineka Cipta, 2013), p. 71

difficulties that they do not understand.[30] The flipped classroom learning style entails students doing assignments at home and learning in class.[31]

The flipped classroom concept refers to learning that is often done in a classroom setting. Students do it from home, then return to school to finish the work they started at home. The flipped classroom is a method for educators to create more engagement with their students by minimizing the amount of direct instruction in their teaching practice. It makes use of the advantages of technology to give students with additional and supportive learning materials. Students will be able to access it over the internet. This frees up time in class that could have been used for learning.[32]

Flipped classroom learning, according to Graham, is a learning style that is based on students in order to maximize its effectiveness.[33] Based on the description of these viewpoints, it can be concluded that learning in the classroom using the flipped classroom model will result in learning that is truly more student centered, because students will have more time in the classroom to complete case studies, conduct problem-based learning, practice and discuss, and finalize the material studied at home.

---

[30] Juniantari dan Pujawan Widhiasih , "Pengaruh Pendekatan Flipped Classroom Terhadap Pemahaman Konsep Matematika Siswa SMA", Journal of education Technology. Volume 2, No. 4, (2018), p. 37

[31] Yuni Evi Meliani Sihaloho, Wayan Suana, and Agus Suyatna, "Pengembangan Perangkat Pembelajaran Flipped Classroom Pada Materi Impuls Dan Momentum", Jurnal EduMatSains, Vol. 2 No. 1, (2017), p.56

[32] Fradila Yulietri, Mulyoto, dan Leo Agung S," Model Flipped clasroom Dan Discovery Learning Pengaruhnya Terhadap Prestasi Belajar Matematika Ditinjau dari Kemandirian Belajar", Teknodika, volume 13, (2015), p. 7

[33] Graham Brent Johnson, *Student Perceptions of the Flipped Classroom*, (Columbia: The University Of British Columbia, 2013), p. 9-10

In Flipped Classroom learning, the teacher serves as a facilitator, packaging learning resources in digital form in the form of videos and text of subject matter for students to study at home so that they are better prepared to learn in class. Students can use online lessons to supplement their learning materials.

This model emphasizes how to use time in class, not just how to use learning videos. The Flipped Classroom learning process can reduce the capacity of teaching and learning activities in the classroom by maximizing interactions with each other, that is teachers, students, and their environment, resulting in higher-quality learning and the improvement of students' knowledge and thinking skills.[34]

One sort of blended learning is the flipped classroom. Online and offline classes are combined in a flipped classroom. The four pillars of the flipped classroom method are as follows:

1) Students can explore and grasp information according to their level of ability and learning style in a flexible learning environment, specifically during the learning process.
2) Learning culture, specifically the Flipped Classroom method, puts students, not teachers, at the focus of learning activities.
3) The Flipped Classroom, in particular, increases time for students to actively build knowledge directly, thus increasing their level of pleasure.

[34] Fezile Ozdamli dan Gulsum Asiksoy," Flipped Classroom Approach", world journal on education technology, Volume 8, No. 2, (2016), p.50

4) Professional teachers who use the Flipped Classroom approach require their pupils to be evaluated on a regular basis in order to determine who requires assistance.[35]

Based on this definition, the flipped classroom is a learning strategy in which students acquire theory outside of class hours and then discuss theories in the classroom through conversations or questions and answers in order to solve problems and work on exercises.

Under the guidance of the teacher, a flipped classroom is a technique that offers students complete control for their own learning. Because students have sufficient prior knowledge before beginning actual classroom instruction, the flipped classroom approach is more effective.

The following are the steps to applying the Flipped Classroom learning model:

a) Inform students of the subject that will be covered at the next meeting.
b) Students are being directed to learn about the material that will be discussed at the next meeting. Students are directed to study the material at home using the Flipped Classroom method, which involves learning the subject matter at home before beginning lessons on specific items. Videos or PDFs of current learning resources that have been tailored to learning needs, as well as videos created by the teacher himself, can be used in the material.

[35] Rina Juniandini Sari, Skripsi : "*Penaruh Pendekatan Flipped Classroom Terhadap Hasil Belajar Siswa*", (Jambi: Universitas islam Negeri Sultan Thaha Saifuddin, 2020), p.9

c) Advise students to ask fascinating questions in class in order to identify whether or not they have studied the learning material. Each student will be asked at least one question during the class, and students will debate and answer these questions with one another.

d) The teacher separates the pupils into groups and assigns group tasks. Giving assignments attempts to help students have a better knowledge of the subject matter; while completing these assignments, the teacher acts as a facilitator, assisting students who are having difficulty understanding and completing the task.

e) Students should be taught to assist one another. As previously said, the focus of this learning is no longer on the teacher, but rather on the learning process itself, allowing students to assist one another in the event of difficulty. The teacher's involvement in further clarifying the learning content is still required.

f) Following the group discussion, the teacher requests that students show the group assignments that the teacher has assigned.

g) Making inferences based on the lessons learned so far. When all of the tasks have been completed, the teacher and students collaborate to form conclusions from the learning that has taken place. Students can be directed to take notes on the most significant aspects of the class by the teacher.[36]

[36] Yulius Roma Patandean dan Richardus Eko Indrajit, *Flipped Classroom: Membuat Peserta Didik Berpikir Kritis, Kreatif, Mampu Berkolaborasi Dalam Pembelajaran Yang Responsif*, BAB 2, (Yogyakarta : Penerbit Andi, 2020), p.27-28

2. Advantages and Disadvantages of Flipped Classroom

a. Advantages of Flipped Classroom

Learning in a flipped classroom has several advantages, including:

1) Learners are better prepared to learn on their own and to make use of learning resources.
2) Students have complete freedom to complete their work with the help of educators, as well as the participation of parents or other resource individuals.
3) Students are encouraged to work together, share ideas, and discuss projects with their peers.
4) Educators are providing students with increasingly more resources.
5) Before going on to the next content, educators can confirm that each student understands the concept/information offered.
6) Educators have the option to review the lesson plans that have been implemented.
7) Students can re-learn reading/video/multimedia learning materials at any time, especially for students who are not attending school.
8) Established good communication between educators and students.
9) Educators can improve student engagement through varying student interactions with learning content or resources, student-to-student interactions, and student-to-educator interactions.

10) Efficient because students are requested to study the content at home so that they may concentrate more in class on their issues with the topic or their abilities to solve problems linked to the material.[37]

b. Disadvantages of Fliped Classoom

Learning in a flipped classroom has several disadvantages, including:

1) Because they study individually at home, students who are new to this method require adaptation because they are not prepared for active learning in the classroom.
2) To prepare children for classroom activities, homework (readings and videos) should be properly arranged.
3) If students view the video alone, they may need a lot of crutches to ensure they comprehend the material offered in the video, and they may not be able to ask questions to the instructor or their classmates.
4) At least one computer or laptop is required for internet content such as watching videos. This will make it difficult for students who do not have access to a computer or laptop to see the movie; they will have to go to an internet cafe to do so.

[37] Siti Mutmainah, et al. *Model Pembelajaran Flipped Classroom*, (Jakarta : Kementerian pendidikan dan kebudayaan pusat teknologi informasi dan komunikasi pendidikan dan kebudayaan, 2019), p.7

5) It's impossible to tell whether or not students are studying the material at home.
6) Because this technique needs students to watch video tutorials at home, the flipped classroom can only be used in Indonesian schools where students already have necessary facilities and infrastructure.[38]

3. Characteristics of Flipped Classroom

The following are the qualities of the Flipped Classroom learning model that distinguish it from other learning models, according to Abeysekera and Dawson:

a. Changes in how class time is used.
b. Outside of class, there is a difference with how time is spent.
c. Completing exercises that would ordinarily be assigned as homework in class.
d. Taking tasks that would normally be done in the classroom and conducting them outside of it.
e. Active learning, peer learning, and problem solving are encouraged in the classroom.
f. Activities for doing before and after class.

[38] Mariana Peni Manuk, Skripsi: "*Pengaruh Model Pembelajaran Flippd Classroom Terhadap Hasil Belajar Peserta Didik Pada Materi Gaya Gravitasi Newton Di Kelas X IPA SMAN Bintang*", (Yogyakarta : Universitas Santa Dharma, 2019), p.8-9

g. Use of technology, throughout particular video.[39]

[39] Lakmal Abeysekera and Phillip Dawson, "Motivation and Cognitive Load in the Flipped Classroom: Definition, Rationale and a Call for Research", Higher Education Research and Development,vol.34, no. 1 (2015), p.1-14

CHAPTER III

RESEARCH RESULT AND DISCUSSION

A. The Description of Research Location

This research was carried out at the President Development Center, an educational institution located at the President University. Dr. Satrio Street No. 19 & 20, Jababeka 2, North Cikarang, Bekasi, West Java is the location of the President Development Center. The President Development Center was led by Maria Jacinta Arquisola, Ph.D., MHRM at the time of this research.

There are several programs available at the President Development Center, including: Tax Brevet A-B-C Certification, English Development Program (Basic English, Business English Communication, TOEFL/TOEIC/IELTS Preparation Class), Other Language Development Program (Mandarin, Japanese, Korean, Indonesian for Foreigner and other languages), CPA Testing Center and Preparation Class, Soft skill Development Program (Leadership, Communication, Problem Solving, Critical Thinking, etc), Finance and Accounting, Sales and Marketing, Entrepreneurship, Digital and Information Technology, Human Resource, Administrative Skills Courses, Custom Excise, Supply Chain, Transportation and Logistics and Warehouse Courses, Inhouse trainings, Webinar and online workshop, Business Consultation.

This research was conducted on students who participated in the English development program: IELTS preparation class instructed by Risa Fitria, S.Pd.I, M.Appling., M.Ed. at the moment.

B. Procedure of Data Collection

In this study, research used questionnaires to obtain the required data. Researcher distributed questionnaires to students who were in the president development center. The researcher provided 16 different questions statements. Questionnaires were distributed online through a Google form, and students were given a week to complete the questionnaires.

Questionnaires were given to all students who took the IELTS preparation class from 04 June to 11 June 2022. Researcher prepared questionnaires to collect information about students' perceptions of the flipped classroom. The questions from the questionnaires in this study were guided by previous research.

C. Research Result

From the results of data collection with structured questionnaires distributed using Google Form, it was found that 170 respondents out of a total of 200 respondents with a return rate of 85%. The data obtained has been previously verified to remove invalid data that might affect the research data analysis results. The profile of the respondents in this study was examined to get an understanding

of the study's sample. Respondents were divided into groups based on gender, age, faculty, major, semester, and intake year.

Table 3. 1 Respondent Demographics

Variable	Category	Frequency	Percentage (%)
Gender	Female	102	60
	Male	68	40
Age	20	10	5.9
	21	74	43.5
	22	65	38.2
	23	11	6.5
	24	3	1.8
	25	7	4.1
Faculty	Business	90	52.9
	Engineering	29	17.1
	Computer Science	12	7.1
	Humanities	39	22.9
Major	Accountancy	7	4.1
	Management	68	40.0
	Business Administration	15	8.8
	Actuarial	4	2.4
	International Relation	24	14.1
	Law Studies	3	1.8
	Communication Studies	5	2.9
	Primary Teacher Education	3	1.8
	Industrial Engineering	11	6.5
	Mechanical Engineering	7	4.1
	Electrical Engineering	2	1.2
	Environmental Engineering	4	2.4

Continue table 3.1

	Civil Engineering	5	2.9
	Information Technology	8	4.7
	Information Systems	3	1.8
	Design	1	.6
Semester	7	2	1.2
	8	24	14.1
	9	27	15.9
	10	85	50.0
	11	12	7.1
	12	8	4.7
	13	5	2.9
	14	4	2.4
	15	3	1.8
Intake Year	2017	22	12.9
	2018	93	54.7
	2019	55	32.4

According to table 3.1, there are 102 (60%) female respondents and 68 (40%) male respondents in the gender category, for a total of 170 respondents (100%). According to the data in the table, there are more female respondents than male respondents.

Based on age, there are two age groups that dominate: respondents aged 21 years are 74 people (43.5%) and respondents aged 22 years are (63 people (38.2%). The majority of respondents are between the ages of 22 and 21. Table 3.2 has shown it.

Based on the faculty category, there are three groups that dominate in this category. There are 90 people (52.9%) respondents from the Business faculty, then 39 people (22.9%) from the Humanity faculty and 29 people (17.1%) of respondents from the Engineering faculty. It can be seen in table 3.3 below.

In the major category, respondents with major Management are the most dominating, as many as 68 people (40%) of the total respondents. The group of respondents from major International Relations is also high, with 24 people (14.1%) of the total respondents. It can be seen in the following table.

In the semester category, there are three groups that dominate, namely there are 85 people (50%) respondents from semester 10, as many as 27 people (15.9%) respondents from semester 9 and as many as 24 people (14.1%) respondents from semester 8. It can be seen in the following table.

According to the intake year, respondents with the 2018 study year were the most dominant, with 93 people (54.7%) respondents, followed by respondents with the 2019 study year, with 55 people (32.4%) respondents, and respondents with the study year 2017 with 22 people (12.9%) respondents. It is shown in the table below.

1. Validity Test

A validity test was carried out using Pearson correlation on SPSS 25 software. Question items were declared valid if R-count > R-table or p value (sig.) < α (0.05). The R-table value is obtained from the R product moment table with the provisions of seeing df = N-2, where N is the number of respondents, the R-table value for df = 170–2 = 168 is 0.150. The results of processing the validity test using SPSS 25 are as follows:

Table 3. 2 Validity Test Result

No Item	Statement	R-Count	R-Count	Info
1	I think this teaching model is more engaging than the usual teaching method.	0.721	0.150	Valid
2	I believe that I am able to learn material with this teaching instruction better than with the usual teaching method.	0.599	0.150	Valid
3	A teaching method like this matches my learning style.	0.714	0.150	Valid
4	With this teaching model, I feel more prepare for my exam.	0.779	0.150	Valid
5	I like watching the lessons on video.	0.650	0.150	Valid
6	I try to learn as much as possible while watching the videos.	0.711	0.150	Valid
7	I frequently pause or repeat parts of the videos in order to increase my understanding of the material.	0.529	0.150	Valid
8	I feel that watching videos and taking notes contribute efficiently to my learning.	0.675	0.150	Valid

Continue table 3.2

9	This teaching model gives me the opportunity to ask more questions inside the classroom.	0.711	0.150	Valid
10	This teaching model did not limit my interaction with instructors.	0.739	0.150	Valid
11	This teaching model reduces the effort to understand the basic knowledge of the subject matter	0.743	0.150	Valid
12	I am more motivated to learn the concepts of course via this teaching model.	0.773	0.150	Valid
13	This teaching model can improve interest in exploring topics.	0.729	0.150	Valid
14	This teaching model can be a suitable teaching strategy.	0.747	0.150	Valid
15	I would recommend this teaching model to a friend.	0.787	0.150	Valid
16	I wish more instructors use this teaching model.	0.717	0.150	Valid

According to the table above, the statement indicator instrument in the study is valid. This is demonstrated by the fact that the r-count on the indicator is greater than the r-table, indicating that the statement indicator in this study is valid.

2. Reliability Test

The results of the reliability testing are to assess the consistency of measuring instruments once measuring the same symptoms or to obtain consistent results. Because each statement item uses an interval measurement scale, the Cronbach

Alpha (α) reliability measurement method is used in the reliability test. A tool is said to be reliable if its alpha (α) value is greater than 0.60.

The value of Cronbach's Alpha for the questionnaires is 0.932, indicating that the value is greater (>) than the minimum Cronbach's Alpha value of 0.60, indicating that the results of the reliability test are reliable.

3. Descriptive Statistics Analysis

A descriptive statistics analysis is used to evaluate the characteristics of the data. The goal is to create a systematic picture of the characteristics of the population represented by the sample based on quantitative data.

Table 3. 3 Interpretation of Mean

Interval value	Category
1 – 1.75	Strongly Disagree
1.75 – 2.5	Disagree
2.5 – 3.25	Agree
3.25 – 4	Strongly Agree

Through considering the value interval and its category, the interpretation of the mean is utilized to measure the respondents' responses. According on the interval value, the researcher will next categorize the mean value, which can be strongly agree, agree, disagree, or strongly disagree.

Table 3. 4 Students' perception on the use of video in Flipped Classroom

No	Statement	N	Min	Max	M	SD
1	I like watching the lessons on video.	170	1	4	3.22	0.603
2	I try to learn as much as possible while watching the videos.	170	2	4	3.35	0.548
3	I frequently pause or repeat parts of the videos in order to increase my understanding of the material.	170	2	4	3.39	0.568
4	I feel that watching videos and taking notes contribute efficiently to my learning.	170	2	4	3.38	0.551
	Valid N (listwise)	170				

Note : N : Total respondent
Min : Minimum
Max : Maximum
M : Mean
SD : Standard Deviation

Based on the data above, students' perceptions about the use of Flipped Classroom in statement 1 indicate that the mean value is at 2.25 - 3.25 which is included in the "Agree" category, while statements 2, 3 and 4 indicate that the mean value is 3.25. – 4 where the value falls into the "Strongly Agree" category. It can be concluded that students "Agree" and "Strongly Agree" to the statement of using video in Flipped Classroom.

Table 3. 5 Students' perception on using Flipped Classroom as a teaching model

No	Statement	N	Min	Max	M	SD
5	I like watching the lessons on video.	170	2	4	3.32	0.504
6	This teaching model can be a suitable teaching strategy.	170	2	4	3.31	0.538
7	I like watching the lessons on video.	170	2	4	3.31	0.557

Continue table 3.5

8	I try to learn as much as possible while watching the videos.	170	2	4	3.32	0.561
9	I frequently pause or repeat parts of the videos in order to increase my understanding of the material.	170	2	4	3.28	0.596
10	I feel that watching videos and taking notes contribute efficiently to my learning.	170	2	4	3.34	0.565
11	I think this teaching model is more engaging than the usual teaching method.	170	2	4	3.15	0.615
12	I believe that I am able to learn material with this teaching instruction better than with the usual teaching method.	170	2	4	3.28	0.474
13	A teaching method like this matches my learning style.	170	2	4	3.31	0.487
14	With this teaching model, I feel more prepare for my exam.	170	2	4	3.34	0.488
15	I am more motivated to learn the concepts of course via this teaching model.	170	2	4	3.32	0.492
16	I would recommend this teaching model to a friend.	170	2	4	3.40	0.526
	Valid N (listwise)	170				

Note : N : Total respondent
Min : Minimum
Max : Maximum
M : Mean
SD : Standard Deviation

Based on the results in the table above, students' perception on using Flipped Classroom as a teaching model on statements 5, 6, 7, 8, 9, 10, 12, 13, 14, 15 and 16 shows the mean value at 3.25–4, which is included in the "Strongly Agree" category, while statement number 11 shows the mean value is at 2.5–3.25, which is included in the "Agree" category. So it can be concluded that students "Agree" and "Strongly Agree" to the use of the Flipped Classroom as a teaching model.

D. Discussion

From the results of the analysis that has been carried out by the researcher, it shows that the use of video as a learning material showed positive results. Students agree that watching videos and taking notes contributes to the improvement of their learning. By repeating parts of the video, students try to understand the learning material. This outcome confirms Bergmann and Sams' statement that allowing students to pause their teacher is truly innovative. For many reasons, pausing is a useful feature. Students can process information at a rate that suits them when teacher give them the ability to pause their teacher. The rewind feature is often used by the slower students so they can hear the instructor clarify things more than once.[40] They try to learn better while watching videos of learning materials.

The questionnaires results showed that students like watching videos of learning materials provided. The perspectives of the students on the application of video in this study showed findings that were similar to previous research by Yousef Aljaraideh. In comparison to traditional learning, the research he conducted indicated that the utilization of video had a significant impact on student learning. Without a doubt, including students in their learning through

[40] Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Everyday, Chapter 2, Firts Edition, (USA :* International Society for Technology in Education, 2012), p.24.

video has become a global issue that catches their interest and ultimately affects their ability to learn.[41]

The results of this study also showed positive results for the students' opinions on the Flipped Classroom. Students think that this learning method can be a learning strategy that suitable for them. This learning method makes students more active in asking questions in class, which it can increase interaction with teachers. Bergmann and Sams believe that by flipping the classroom, teachers can use technology to interact with students more. In fact, Bergmann and Sams firmly believe that classroom flipping produces the optimum fusion of online and in-person training, which is known as a "blended" classroom. Students' lives are profoundly impacted by their teachers. They serve as guides, friends, neighbors, and professionals. For students, speaking with teachers in person is a priceless experience.[42] Moreover, students agree that this learning method increases their interest in exploring the learning material, even though it reduces the effort to understand the basic knowledge of the learning material.

Furthermore, students think that the Flipped Classroom learning method is more interesting than traditional learning methods, students agree that they can learn better and are more motivated to learn using this learning method. The data from the questionnaires showed many students think this learning method is

[41] Yousef Aljaraideh, "Students' Perception of Flipped Classroom: A Case Study for Private Universities in Jordan", Journal of Technology and Science Education, Vol.9, No.3, (april 2019), p.373.

[42] Jonathan Bergmann and Aaron Sams, *Flip Your Classroom: Reach Every Student in Every Class Everyday, Chapter 2, Firts Edition, (USA :* International Society for Technology in Education, 2012), p.25.

suitable for their learning method, the Flipped Classroom was made them more prepared for the exam. From the results of the questionnaires, they not only recommend this learning method to their friends, but also the students hope that another teachers will use learning methods such as the Flipped Classroom. This study 's findings on students' opinions of flipped classrooms were similar to previous research by Amanda Vira Maharani, Hamamah, and Ika Nurhayani. According to their research, students respond positively to the flipped classroom as a teaching method and believe they can understand the material and develop it properly.[43]

From the overall results of the questionnaires that have been analyzed, it can be concluded that the students' opinions on the Flipped Classroom learning method showed positive results. The provision of material in the form of videos, Flipped Classroom makes this learning method more interesting than traditional learning methods, and it makes students more active in the classroom. So the researcher can be concluded that the Flipped Classroom help students improve their learning.

[43] Amanda Vira Maharani, Hamamah, Ika Nurhayani, "Indonesian Undergraduate EFL Students' Perceptions Toward Flipped Classroom", Edcomtech, Vol.5, No.1, (april 2020).

CHAPTER IV

CONCLUSION AND SUGGESTION

A. Conclusion

Derived from the finding and discussion of the research, it showed that their overall data states that they agreed, Students agreed that learning materials in the form of videos improved their understanding of learning by pausing or repeating parts of the videos. The data also showed that students like to watch learning videos and by watching learning videos contributed efficiently to their learning.

Students also agreed that the Flipped Classroom is a suitable learning method for them so that they are more active in asking questions and it make them more interested in exploring the learning material. Therefore the students agreed that so that more teachers use the flipped classroom learning method, the Flipped Classroom learning method is more interesting than the traditional learning method so that it makes them more motivated in learning and more prepared in facing exams.

B. Suggestion

Based on the results of the research and discussion that have been described previously, the suggestion that can be conveyed is that the researcher hopes that another teachers can use the Flipped Classroom learning method, as many students think that using this learning method helps in improving their learning and many students also think that this learning method is more interesting than traditional learning methods.

Researcher also hope that teachers do not only use one learning model, they can use different learning models or combine learning models to make it more interesting. Researcher emphasize that the use of technology in learning is done as well as possible.

REFERENCES

Abeysekera, Lakmal and Dawson, Phillip. (2015). Motivation and Cognitive Load in the Flipped Classroom: Definition, Rationale and a Call for Research. vol.34, no. 1. Australia: Higher Education Research and Development.

Aljaraideh, Yousef. (2019). Students' Perception of Flipped Classroom: A Case Study for Private Universities in Jordan. Vol.9, No.3. Jordan: Journal of Technology and Science Education.

Arikunto, S. (2002). *Prosedur Penelitian: Suatu Pendekatan Praktek.* Jakarta: Rineka Cipta.
(2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.
(2010). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta : Rineka Cipta.

Bergmann, Jonathan and Sams, Aaron. (2012). *Flip Your Classroom: Reach Every Student in Every Class Everyday*. USA *:* International Society for Technology in Education.

Chiu-Lin Lai and Gwo-Jen Hwang. (2016). A self-regulated flipped classroom approach to improving students' learning performance in a mathematics course. Vol.100. Taiwan: Computers & Education.

Fezile Ozdamli dan Gulsum Asiksoy. (2016). Flipped Classroom Approach. Volume 8, No. 2. Cyprus: World Journal on Education Technology.

George, Jennifer M., and Jones, Gareth R. (2005). *Understanding and Managing Organizational Behavior*. New Jersey : Pearson Prentice Hall.

Hasan, A. (2002). *Kamus Besar Bahasa Indonesia*, Jakarta : Balai Pustaka.

Irwanto, et al. (2002).*Psikologi Umum*. Jakarta : Prehallindo.

Johnson, Graham B. (2013). *Student Perceptions of the Flipped Classroom*. Columbia: The University Of British Columbia.

Juniantari dan Widhiasih, Pujawan. (2018). Pengaruh Pendekatan Flipped Classroom Terhadap Pemahaman Konsep Matematika Siswa SMA. Volume 2, No. 4. Bali: Journal of education Technology.

Lexy J. Moleong. (2002) *Metodelogi Penelitian Kualitatif.* Bandung : PT Remaja Rosdakarya.

Maharani, A.V., Hamamah, Nurhayani, I. (2020). Indonesian Undergraduate EFL Students' Perceptions Toward Flipped Classroom. Vol.5, No.1. Malang: Edcomtech.

Manuk, Mariana Peni. (2019). *Pengaruh Model Pembelajaran Flippd Classroom Terhadap Hasil Belajar Peserta Didik Pada Materi Gaya Gravitasi Newton Di Kelas X IPA SMAN Bintang*. Skripsi. Yogyakarta : Universitas Santa Dharma.

Mutmainah, S., et al. (2019). *Model Pembelajaran Flipped Classroom*. Jakarta : Kementerian pendidikan dan kebudayaan pusat teknologi informasi dan komunikasi pendidikan dan kebudayaan.

Pannen, Paulina dan Purwanto. (2001). *Penulisan Bahan Ajar.* Jakarta : PAU-PPAI Universitas Terbuka.

Patandean, Yulius Roma dan Indrajit, Richardus Eko. (2020). *Flipped Classroom: Membuat Peserta Didik Berpikir Kritis, Kreatif, Mampu Berkolaborasi Dalam Pembelajaran Yang Responsif*. Yogyakarta : Penerbit Andi.

Sari, Rina Juniandini. (2020). *Penaruh Pendekatan Flipped Classroom Terhadap Hasil Belajar Siswa*. Skripsi. Jambi: Universitas islam Negeri Sultan Thaha Saifuddin.

Sarwono, Sarlito W. (2012). *Pengantar Psikologi Umum.* Jakarta : Rajawali Pers.

Sihaloho, Y. E. M., Suana, W., and Suyatna, A. (2017). Pengembangan Perangkat Pembelajaran Flipped classroom Pada Materi Impuls Dan Momentum. Vol. 2 No. 1. Lampung: Jurnal EduMatSains.

Singarimbun, M., dan Efendi, S. (1995). *Metode Penelitian Survey.* Jakarta: LP3ES.

Siregar, Syofian. (2013). *Statistik Parametrik Untuk Peneli tian Kuantitatif.* Jakarta: Bumi Aksara.

Slameto. (2013). *Belajar dan Faktor-Faktor yang Mempengaruhi*. Jakarta: Rineka Cipta.

Sugiyono. (2010). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta.
(2005). *Memahami Penelitian Kualitatif*. Bandung : Alfabeta.
(2016). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D*. Bandung: Alfabeta.
(2017). *Metode Penelitian Kuantitatif dan Kualitatif dan R&D.* Bandung: Alfabeta.

Thoha, Miftah. (2014). *Perilaku Organisasi Konsep Dasar dan Aplikasinya*. Jakarta : Grafindo Persada.

Walgito, B. (2010). *Psikologi Sosial (Suatu Pengantar).* Yogyakarta : Andi Offset.
(2003). *Psikologi Sosial (Suatu Pengantar).* Yogyakarta : Andi Offset.

Yulianti, D. Y. (2019). Students' perception on the use of Flipped Classroom. Thesis. Yogjakarta: Universitas Islam Indonesia.

Yulietri, Fradila., Mulyoto dan S, Leo Agung. (2015). Model Flipped clasroom Dan Discovery Learning Pengaruhnya Terhadap Prestasi Belajar Matematika Ditinjau dari Kemandirian Belajar. volume 13. Surakarta: Teknodika.

Zainuddin, Z. (2017). First-Year College Students' Experiences in the EFL Flipped Classroom: A Case Study in Indonesia. Vol.10, No.1. Banda Aceh: International Journal of Instruction.

Zainuddin, Z., and Attaran, M. (2015). Malaysian students' perceptions of flipped classroom: a case study. Vol.53, No.6. Malaysia: Innovations In Education and Teaching International.

UNIVERSITAS MUHAMMADIYAH ACEH
FAKULTAS AGAMA ISLAM
(STATUS TERAKREDITASI)
Jalan Muhammadiyah No. 91 Batoh Lueng Bata Telepo/Fax. (0651) 27569
BANDA ACEH 23245

SURAT KEPUTUSAN

Nomor : 427/UM.M5/Q/FAI/2021

Dekan Agama Islam Universitas Muhammadiyah Aceh.

Menimbang:

a. Bahwa untuk kelancaran ujian-ujian Skripsi pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, maka dipandang perlu menunjuk Pembimbing Skripsi mahasiswa yang bersangkutan;
b. Yang namanya tercantum dalam Surat Keputusan ini dipandang mampu dan cakap serta memenuhi syarat untuk diangkat dalam jabatan pembimbing Skripsi.

Mengingat:

1. Keputusan Dirjen Pendidikan Islam No.Dj.I/363 / 2009 Tanggal 30 Juni 2009;
2. Keputusan Badan Akreditasi Nasional Perguruan Tinggi No.7416/SK/BAN-PT /Ak-PPJ/S/XI/2020 Tanggal 17 November 2020;
3. Keputusan Tim Pengesahan Proposal Skripsi Mahasiswa Fakultas Agama Islam Universitas Muhammadiyah Aceh tanggal **31 Juli 2021**

MEMUTUSKAN :

Menetapkan : 1. Menunjuk saudara :

1. **Ika Kana Trisnawati, S.Pd.I., MA., M.Ed**
   Sebagai Pembimbing I.
2. **Rahmatun Nisa, S.Pd.I., M.Pd**
   Sebagai Pembimbing II.

Untuk membimbing Skripsi:

N A M A	:	**Intan Julianda**
N P M	:	1805180003
J U R U S A N	:	Tadris Bahasa Inggris
J U D U L	:	Students' Perception toward Flipped Classroom

2. Kepada Pembimbing yang tercantum namanya diberikan honorarium menurut peraturan yang berlaku;
3. Surat Keputusan ini hanya berlaku satu tahun sejak tanggal ditetapkan.
4. Segala sesuatu akan dirobah dan ditetapkan kembali sebagaimana mestinya apabila terdapat kekeliruan kemudian hari.

Ditetapkan di : Banda Aceh.
Pada Tanggal : **2 Agustus 2021**
D e k a n,

Dr. Saiful, S.Ag., M.Ag

Tembusan :

1. Rektor Universitas Muhammadiyah Aceh.
2. Koordinator Kopertais Wilayah V Aceh.
3. Mahasiswa Yang bersangkutan.
4. Arsip.-

UNIVERSITAS MUHAMMADIYAH ACEH
FAKULTAS AGAMA ISLAM
(STATUS TERAKREDITASI)
Jalan Muhammadiyah No. 91 Batoh Lueng Bata Telepon/Fax. (0651) 27569
BANDA ACEH 23245

Nomor : 552 /UM. M5/Q/FAI/2022 Banda Aceh, 4 Juni 2022
Lampiran : --
Hal : Permohonan Rekomendasi Izin Penelitian
Data Menyusun Skripsi

Kepada Yth :
Sdr. Pimpinan Lembaga President Development Center
President University Bekasi-Jawa Barat
Di-
Tempat

Assalamu'alaikum Wr.Wb.

Dengan Hormat Dekan Fakultas Agama Islam Universitas Muhammadiyah Aceh dengan ini memohon agar kiranya Bapak/Ibu memberi izin dan bantuan kepada :

Nama	:	**Intan Julianda**
NPM	:	1805180003
Prodi	:	S1- Tadris Bahasa Inggris
Semester	:	VIII (Delapan)
Alamat	:	Jl. Umueng Paya Gampong Batoh Kecamatan Lueng Bata Kota Banda Aceh

Untuk mengumpulkan data pada :
Lembaga President Development Center President University Bekasi Jawa Barat dalam Rangka Menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studinya pada Fakultas Agama Islam Universitas Muhammadiyah Aceh, yang berjudul :

"Students' Perception toward Flipped Classrom"

Demikianlah harapan kami, atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Wassalam
Dekan

Dr. Rosnidarwati, S.Ag., M.A

SURAT KETERANGAN

Yang bertanda tangan dibawah ini :

Nama : Risa Fitria

NIDN : 0401028302

Jabatan : Dosen President University

Dengan ini menerangkan bahwa:

Nama : Intan Julianda

NPM : 1805180003

Pekerjaan : Mahasiswa Universitas Muhammadiyah Aceh

Alamat : Jln. Gerbang Raja, Desa Dayah Baro, Calang, Aceh Jaya

benar-benar telah melaksanakan penelitian sebagai bahan penulisan skripsi dengan judul "**Student Perception Toward Flipped Classroom"**

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Cikarang, July 15, 2022

Risa Fitria, S.Pd.I, M.Appling, M.Ed

STUDENT QUESTIONNAIRES

This questionnaire is distributed to find out about students' opinions on the use of the flipped classroom and to find out whether the flipped classroom can support student learning for students who use the flipped classroom learning model to answer research questions in theresearcher's thesis.

Name :
Age :
Gender :
Faculty :
Major :
Semester :
Academic Year:

NO	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	I think this teaching model is more engaging than the usualy teaching method.				
2	I believe that I am able to learn material with this teaching instruction better than with the usual teaching method.				
3	A teaching method like this matches my learning style.				
4	With this teaching model, I feel more prepare for my exam.				
5	I like watching the lessons on video.				
6	I try to learn as much as possible while watching the videos.				
7	I frequently pause or repeat parts of the videos in order to increase my understanding of the material.				

8	I feel that watching videos and taking notes contribute efficiently to my learning.				
9	This teaching model gives me the opportunity to ask more questions inside the classroom.				
10	This teaching model did not limit my interaction with instructors.				
11	This teaching model reduces the effort to understand the basic knowledge of the subject matter				
12	I am more motivated to learn the concepts of course via this teaching model.				
13	This teaching model can improve interest in exploring topics.				
14	This teaching model can be a suitable teaching strategy.				
15	I would recommend this teaching model to a friend.				
16	I wish more instructors use this teaching model.				

```
CORRELATIONS

  /VARIABLES=Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8 Item9 Item10
Item11 Item12 Item13
    Item14 Item15 Item16 Total
  /PRINT=TWOTAIL NOSIG
  /MISSING=PAIRWISE.
```

Correlations

Notes

Output Created		21-JUL-2022 21:05:20
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	170
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.

Syntax		CORRELATIONS /VARIABLES=Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8 Item9 Item10 Item11 Item12 Item13 Item14 Item15 Item16 Total /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
Resources	Processor Time	00:00:00.05
	Elapsed Time	00:00:00.14

Correlations

		Item1	Item2	Item3	Item4	Item5	Item6	Item7	Item8	Item9	Item10	Item11	Item12	Item13
Item1	Pearson Correlation	1	.619**	.346**	.572**	.349**	.387**	.355**	.414**	.403**	.300**	.322**	.465**	.451**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item2	Pearson Correlation	.619**	1	.462**	.628**	.470**	.449**	.432**	.473**	.406**	.437**	.330**	.396**	.480**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item3	Pearson Correlation	.346**	.462**	1	.464**	.346**	.255**	.432**	.377**	.288**	.342**	.148	.274**	.289**
	Sig. (2-tailed)	.000	.000		.000	.000	.001	.000	.000	.000	.000	.054	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item4	Pearson Correlation	.572**	.628**	.464**	1	.369**	.394**	.514**	.400**	.340**	.384**	.236**	.381**	.441**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000	.000	.000	.002	.000	.000

	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 5	Pearson Correlation	.349**	.470**	.346**	.369**	1	.640**	.636**	.514**	.534**	.456**	.377**	.448**	.470**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 6	Pearson Correlation	.387**	.449**	.255**	.394**	.640**	1	.565**	.529**	.544**	.513**	.465**	.544**	.585**
	Sig. (2-tailed)	.000	.000	.001	.000	.000		.000	.000	.000	.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 7	Pearson Correlation	.355**	.432**	.432**	.514**	.636**	.565**	1	.660**	.541**	.493**	.360**	.433**	.497**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 8	Pearson Correlation	.414**	.473**	.377**	.400**	.514**	.529**	.660**	1	.474**	.477**	.370**	.485**	.523**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 9	Pearson Correlation	.403**	.406**	.288**	.340**	.534**	.544**	.541**	.474**	1	.655**	.513**	.503**	.604**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 10	Pearson Correlation	.300**	.437**	.342**	.384**	.456**	.513**	.493**	.477**	.655**	1	.430**	.469**	.550**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 11	Pearson Correlation	.322**	.330**	.148	.236**	.377**	.465**	.360**	.370**	.513**	.430**	1	.503**	.514**
	Sig. (2-tailed)	.000	.000	.054	.002	.000	.000	.000	.000	.000	.000		.000	.000

	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 12	Pearson Correlation	.465**	.396**	.274**	.381**	.448**	.544**	.433**	.485**	.503**	.469**	.503**	1	.580**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 13	Pearson Correlation	.451**	.480**	.289**	.441**	.470**	.585**	.497**	.523**	.604**	.550**	.514**	.580**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 14	Pearson Correlation	.403**	.432**	.280**	.481**	.496**	.564**	.564**	.524**	.590**	.549**	.436**	.562**	.654**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 15	Pearson Correlation	.517**	.569**	.375**	.509**	.522**	.476**	.457**	.548**	.567**	.595**	.366**	.535**	.654**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Item 16	Pearson Correlation	.388**	.431**	.261**	.514**	.456**	.479**	.460**	.481**	.457**	.502**	.340**	.574**	.582**
	Sig. (2-tailed)	.000	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170
Total	Pearson Correlation	.650**	.711**	.529**	.675**	.711**	.739**	.743**	.729**	.747**	.721**	.599**	.714**	.779**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	N	170	170	170	170	170	170	170	170	170	170	170	170	170

Correlations

		Item14	Item15	Item16	Total
Item1	Pearson Correlation	.403**	.517**	.388**	.650**
	Sig. (2-tailed)	.000	.000	.000	.000

	N	170	170	170	170
Item2	Pearson Correlation	.432**	.569**	.431**	.711**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170
Item3	Pearson Correlation	.280**	.375**	.261**	.529**
	Sig. (2-tailed)	.000	.000	.001	.000
	N	170	170	170	170
Item4	Pearson Correlation	.481**	.509**	.514**	.675**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170
Item5	Pearson Correlation	.496**	.522**	.456**	.711**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170
Item6	Pearson Correlation	.564**	.476**	.479**	.739**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170
Item7	Pearson Correlation	.564**	.457**	.460**	.743**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170
Item8	Pearson Correlation	.524**	.548**	.481**	.729**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170
Item9	Pearson Correlation	.590**	.567**	.457**	.747**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170
Item10	Pearson Correlation	.549**	.595**	.502**	.721**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170
Item11	Pearson Correlation	.436**	.366**	.340**	.599**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170
Item12	Pearson Correlation	.562**	.535**	.574**	.714**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170

Item13	Pearson Correlation	.654**	.654**	.582**	.779**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	170	170	170	170
Item14	Pearson Correlation	1	.656**	.641**	.773**
	Sig. (2-tailed)		.000	.000	.000
	N	170	170	170	170
Item15	Pearson Correlation	.656**	1	.627**	.787**
	Sig. (2-tailed)	.000		.000	.000
	N	170	170	170	170
Item16	Pearson Correlation	.641**	.627**	1	.717**
	Sig. (2-tailed)	.000	.000		.000
	N	170	170	170	170
Total	Pearson Correlation	.773**	.787**	.717**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	170	170	170	170

**. Correlation is significant at the 0.01 level (2-tailed).

```
RELIABILITY
  /VARIABLES=Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8 Item9 Item10
Item11 Item12 Item13
    Item14 Item15 Item16
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /SUMMARY=TOTAL.
```

Reliability

Notes

Output Created		21-JUL-2022 21:06:17
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>

	Split File	<none>
	N of Rows in Working Data File	170
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8 Item9 Item10 Item11 Item12 Item13 Item14 Item15 Item16 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /SUMMARY=TOTAL.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.06

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	170	100.0
	Excluded[a]	0	.0
	Total	170	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.932	16

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	49.78	32.929	.587	.929
Item2	49.65	32.891	.662	.927
Item3	49.61	34.002	.457	.933
Item4	49.64	33.107	.621	.928
Item5	49.69	33.234	.666	.927
Item6	49.69	32.805	.695	.926
Item7	49.69	32.604	.698	.926
Item8	49.68	32.668	.682	.927
Item9	49.73	32.270	.699	.926
Item10	49.67	32.696	.672	.927
Item11	49.85	33.227	.528	.931
Item12	49.73	33.441	.673	.927
Item13	49.70	32.957	.744	.925
Item14	49.66	32.982	.738	.926
Item15	49.69	32.867	.753	.925
Item16	49.61	33.021	.671	.927

```
FREQUENCIES VARIABLES=Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8
Item9 Item10 Item11 Item12
    Item13 Item14 Item15 Item16
  /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN
  /ORDER=ANALYSIS.
```

Frequencies

Notes

Output Created		21-JUL-2022 21:16:40
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	170
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data.
Syntax		FREQUENCIES VARIABLES=Item1 Item2 Item3 Item4 Item5 Item6 Item7 Item8 Item9 Item10 Item11 Item12 Item13 Item14 Item15 Item16 /STATISTICS=STDDEV MINIMUM MAXIMUM MEAN /ORDER=ANALYSIS.
Resources	Processor Time	00:00:00.02
	Elapsed Time	00:00:00.05

Statistics

		Item1	Item2	Item3	Item4	Item5	Item6	Item7
N	Valid	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0
Mean		3.22	3.35	3.39	3.36	3.32	3.31	3.31
Std. Deviation		.603	.548	.568	.551	.504	.536	.557

Minimum	1	2	2	2	2	2	2
Maximum	4	4	4	4	4	4	4

Statistics

		Item8	Item9	Item10	Item11	Item12	Item13	Item14
N	Valid	170	170	170	170	170	170	170
	Missing	0	0	0	0	0	0	0
Mean		3.32	3.28	3.34	3.15	3.28	3.31	3.34
Std. Deviation		.561	.596	.565	.615	.474	.487	.488
Minimum		2	2	2	2	2	2	2
Maximum		4	4	4	4	4	4	4

Statistics

		Item15	Item16
N	Valid	170	170
	Missing	0	0
Mean		3.32	3.40
Std. Deviation		.492	.526
Minimum		2	2
Maximum		4	4

Frequency Table

Item1

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	1.2	1.2	1.2
	Disagree	10	5.9	5.9	7.1
	Agree	106	62.4	62.4	69.4
	Strongly Agree	52	30.6	30.6	100.0
	Total	170	100.0	100.0	

Item2

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	3.5	3.5	3.5
	Agree	98	57.6	57.6	61.2
	Strongly Agree	66	38.8	38.8	100.0
	Total	170	100.0	100.0	

Item3

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	7	4.1	4.1	4.1
	Agree	89	52.4	52.4	56.5
	Strongly Agree	74	43.5	43.5	100.0
	Total	170	100.0	100.0	

Item4

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	3.5	3.5	3.5
	Agree	96	56.5	56.5	60.0
	Strongly Agree	68	40.0	40.0	100.0
	Total	170	100.0	100.0	

Item5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.8	1.8	1.8
	Agree	110	64.7	64.7	66.5
	Strongly Agree	57	33.5	33.5	100.0
	Total	170	100.0	100.0	

Item6

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	3.5	3.5	3.5
	Agree	105	61.8	61.8	65.3
	Strongly Agree	59	34.7	34.7	100.0
	Total	170	100.0	100.0	

Item7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	4.7	4.7	4.7
	Agree	101	59.4	59.4	64.1
	Strongly Agree	61	35.9	35.9	100.0
	Total	170	100.0	100.0	

Item8

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	4.7	4.7	4.7
	Agree	99	58.2	58.2	62.9
	Strongly Agree	63	37.1	37.1	100.0
	Total	170	100.0	100.0	

Item9

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	13	7.6	7.6	7.6
	Agree	97	57.1	57.1	64.7
	Strongly Agree	60	35.3	35.3	100.0
	Total	170	100.0	100.0	

Item10

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	8	4.7	4.7	4.7
	Agree	97	57.1	57.1	61.8
	Strongly Agree	65	38.2	38.2	100.0
	Total	170	100.0	100.0	

Item11

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	21	12.4	12.4	12.4
	Agree	102	60.0	60.0	72.4
	Strongly Agree	47	27.6	27.6	100.0
	Total	170	100.0	100.0	

Item12

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.2	1.2	1.2
	Agree	119	70.0	70.0	71.2
	Strongly Agree	49	28.8	28.8	100.0
	Total	170	100.0	100.0	

Item13

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.2	1.2	1.2
	Agree	114	67.1	67.1	68.2
	Strongly Agree	54	31.8	31.8	100.0

	Total	170	100.0	100.0	

Item14

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	1	.6	.6	.6
	Agree	110	64.7	64.7	65.3
	Strongly Agree	59	34.7	34.7	100.0
	Total	170	100.0	100.0	

Item15

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	2	1.2	1.2	1.2
	Agree	112	65.9	65.9	67.1
	Strongly Agree	56	32.9	32.9	100.0
	Total	170	100.0	100.0	

Item16

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	3	1.8	1.8	1.8
	Agree	96	56.5	56.5	58.2
	Strongly Agree	71	41.8	41.8	100.0
	Total	170	100.0	100.0	

UNIVERSITAS MUHAMMADIYAH ACEH
FAKULTAS AGAMA ISLAM
(STATUS TERAKREDITASI)
Jalan Muhammadiyah Aceh No. 91 Batoh Lueng Bata Telepon/Fax. (0651) 27599
BANDA ACEH 23245

SURAT PERNYATAAN
PERTANGGUNG JAWAB PENULISAN SKRIPSI

Yang bertanda tangan dibawah ini :

Nama : Intan Julianda
Npm / Angkatan : 1805180003 / 2018
Jurusan : Tadris Bahasa Inggris

Menerapkan dengan sesungguhnya bahwa:

1. Skripsi saya yang di uji adalah benar-benar pekerjaan saya sendiri.
2. Apabila dikemudian hari terbukti/ dapat dibuktikan skripsi ini hasil jiplakan, maka saya siap menanggung resiko dibatalkan kelulusan sidang penelitian oleh Fakultas Agama Islam Universitas Muhammadiyah Aceh.

Demikian surat pernyataan ini saya perbuat dengan sebenar-benarnya.

Mengetahui,
Pembimbing I

Ika Kana Trisnawati, S.Pd.I., MA.,M.Ed.

Banda Aceh, 23 Agustus 2022
yang menerangkan
Mahasiswa Ybs,

Intan Julianda

Kajur Tadris Bahasa Inggris

Rahmatun Nisa, S.Pd.I., M.Pd.

AUTOBIOGRAPHY

1. Name : Intan Julianda
2. Place/Date of Birth : Alue Rambot, 09 June 2000
3. Sex : Female
4. Religion : Islam
5. Nationality/Ethnic : Indonesia
6. Marital Status : Single
7. Occupation : Student of English Department of Faculty of Islamic studies
8. Address : Jln. Gerbang Raja, Dayah Baro, Calang, Kec. Krueng Sabee, Kab. Aceh Jaya
9. The Parents
    a. Father's Name : Abdullah
    b. Mother's Name : Umi kalsum
    c. Occupation :
    d. Address : Jln. Gerbang Raja, Dayah Baro, Calang, Kec. Krueng Sabee, Kab. Aceh Jaya
10. Educational Background
    a. Elementary School : MIN Dayah Baro
    b. Junior High Shcool : SMPN 1Calang
    c. Senior High School : SMK Kesehatan Assyifa School
    d. University : Muhammadiyah Aceh University

This is biography of writer is made on purpose of completing this thesis and may be useable for who is concern.

Banda Aceh, 23 Agust 2022

The writer