

## ABSTRAK

**Catur Ahda Darojatun.** Upaya Meningkatkan Motivasi Belajar Siswa dengan Menggunakan Model *Flipped-Classroom* dalam Pembelajaran Stoikiometri Pada Kelas X MIA 4 SMAN 54 Jakarta. **Skripsi.** Jakarta: Program Studi Pendidikan Kimia, Jurusan Kimia, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Jakarta, Juli 2015.

Penelitian ini bertujuan untuk meningkatkan motivasi belajar kimia siswa kelas X MIA 4 pada materi stoikiometri melalui model *flipped-classroom*. Penelitian ini dilakukan pada Maret 2015-Mei 2015 di SMA Negeri 54 Jakarta. Subjek penelitian ini adalah siswa kelas X MIA 4. Metode penelitian yang digunakan adalah metode Penelitian Tindakan Kelas (PTK) sebanyak tiga siklus.

Indikator motivasi belajar yang digunakan untuk mengetahui motivasi belajar siswa antara lain minat siswa dalam pelajaran, perhatian siswa selama proses pembelajaran, semangat siswa dalam mengerjakan tugas-tugas belajarnya, respon yang ditunjukkan siswa terhadap stimulus yang diberikan, tanggung jawab siswa dalam mengerjakan tugas belajarnya, serta rasa senang dan puas siswa dengan tugas yang diberikan guru. Instrumen yang digunakan dalam penelitian ini adalah lembar kuesioner motivasi belajar siswa dan lembar observasi. Selain itu hasil belajar juga digunakan sebagai data pendukung.

Hasil penelitian menunjukkan bahwa penerapan model *flipped-classroom* dapat meningkatkan motivasi belajar siswa. Pada siklus I indikator respon siswa sudah tercapai, sedangkan lima indikator lainnya belum tercapai. Pada siklus II indikator minat siswa, respon siswa, tanggung jawab siswa, dan semangat siswa telah tercapai, sedangkan dua indikator lainnya belum tercapai. Pada siklus III secara keseluruhan keenam indikator telah tercapai. Peningkatan motivasi belajar siswa berpengaruh terhadap peningkatan hasil belajar siswa.

Model *flipped-classroom* menekankan pada keterlibatan siswa selama proses pembelajaran (*student centre*) sehingga memberikan kesempatan kepada siswa untuk aktif selama kegiatan pembelajaran, menstimulus siswa untuk inisiatif, dan menumbuhkan rasa percaya diri kepada siswa akan kemampuan dirinya.

## ABSTRACT

**Catur Ahda Darojatun.** Efforts to Increase Students Learning Motivation Using *Flipped-classroom* Model in Stoichiometry at X MIA 4 class of 54 Senior High School Jakarta. **Skripsi.** Jakarta: Education of Chemistry, Departement of Chemistry, Faculty of Mathematic and Science, State University Of Jakarta, July 2015.

The objective of this research is to increase students motivation to learn chemistry in stoichiometry learning at X MIA 4 class using *flipped-classroom* model. This research conducted in March 2015-May 2015 in 54 Senior High School Jakarta. The subject of the research are students at the first grade, X MIA 4 class. This research using classroom action research methodology with three cycles.

The indicators of learning motivation that used to determine students motivation are students interest towards learning, students attention in the learning process, students spirit in doing the tasks, the response indicated towards stimulus which provided by the teacher, students responsibility in doing tasks, and students pleasure and satisfied in doing tasks which given by the teacher. The instruments which used in this research are students motivation questionnaire, observation and sheet. Furthermore, student learning outcomes is used as supporting data.

The result of research show that the *flipped-classroom* model could increase students learning motivation. The first cycle, indicator of students response has reached but five others indicators haven't reached. The second cycle four indicators have reached such students interest, students response, students responsibility and students spirit, but two others indicators haven't reached. The third cycle, overall all of the indicators have reached. The increasing of students learning motivation has effect on student learning outcomes.

*Flipped-classroom* model emphasis on student engagement during the learning process (student centre) thus providing an opportunity for students to be active during learning activities, stimulate students to initiative, and foster confidence in the ability of theirself.