

**PENGARUH METODE PEMBELAJARAN *FLIPPED CLASSROOM*  
TERHADAP MOTIVASI BELAJAR DAN HASIL BELAJAR SISWA**  
*(Systematic Literature Review)*

**SKRIPSI**

Diajukan untuk Memenuhi Salah Satu Syarat Memperoleh Gelar  
Sarjana Pendidikan pada Program Studi Pendidikan Ekonomi



Oleh:

Fitrin Ramadini

1604286

**PROGRAM STUDI PENDIDIKAN EKONOMI  
FAKULTAS PENDIDIKAN EKONOMI DAN BISNIS  
UNIVERSITAS PENDIDIKAN INDONESIA  
BANDUNG  
2021**

Fitrin Ramadini, 2021

***PENGARUH METODE PEMBELAJARAN FLIPPED CLASSROOM TERHADAP MOTIVASI BELAJAR DAN  
HASIL BELAJAR SISWA (SYTEMATIC LITERATURE REVIEW)***

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

**PENGARUH METODE PEMBELAJARAN *FLIPPED CLASSROOM*  
TERHADAP MOTIVASI BELAJAR DAN HASIL BELAJAR SISWA**

*(Systematic Literatur Review)*

Bandung, Maret 2021

Skripsi ini disetujui dan disahkan oleh:

Pembimbing I,



**Prof. Dr. H. Eeng Ahman, MS**

NIP. 19611022 198603 1 002

Pembimbing II,




**Kinanti Geminastiti H. M.Pd**

NIP. 920190219880805201

Mengetahui,

Ketua Program Studi Pendidikan Ekonomi



**Dr. Hj. Neti Budiwati, M.Si**

NIP. 19630221 198703 2 001

**LEMBAR HAK CIPTA**

**PENGARUH METODE PEMBELAJARAN *FLIPPED CLASSROOM*  
TERHADAP MOTIVASI BELAJAR DAN HASIL BELAJAR SISWA**  
*(Systematic Literature Review)*

Oleh  
**Fitri Ramadani**  
**1604286**

Sebuah skripsi yang diajukan untuk memenuhi sebagian dari syarat memperoleh gelar Sarjana Pendidikan pada Program Studi Pendidikan Ekonomi Fakultas Pendidikan Ekonomi dan Bisnis

© Fitri Ramadani  
Universitas Pendidikan Indonesia  
Maret 2021

Hak cipta dilindungi undang-undang.

Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian, dengan dicetak ulang, difotokopi, atau cara lainnya tanpa seizin dari penulis.

**Fitrin Ramadini (1604286). “Pengaruh Metode Pembelajaran *Flipped Classroom* Terhadap Motivasi Belajar dan Hasil Belajar Siswa (*Systematic Literature Review*)” . Di Bawah Bimbingan Dosen Pembimbing I: Prof. Dr. H. Eeng Ahman, MS dan Dosen Pembimbing II: Kinanti Geminastiti, M.Pd.**

### **ABSTRAK**

Penelitian ini dilakukan berdasarkan permasalahan mengenai rendahnya motivasi dan hasil belajar siswa. Sebagai solusi dari permasalahan tersebut maka penelitian ini bertujuan untuk melihat pengaruh metode *flipped classroom* terhadap motivasi belajar dan hasil belajar siswa serta pengaruh motivasi belajar terhadap hasil belajar. Metode yang digunakan dalam penelitian ini yaitu *systematic literature review*, penulis melakukan analisis dua puluh tujuh artikel jurnal dari berbagai jenjang pendidikan dan bidang studi dari tahun 2016-2020. Hasil analisis pertama menunjukkan tiga belas artikel menyatakan metode *flipped classroom* berpengaruh positif terhadap motivasi belajar karena pembelajaran yang didukung oleh teknologi yang menarik dan komunikasi yang baik antara siswa dan guru, adapun dua artikel menyatakan metode *flipped classroom* tidak berpengaruh terhadap motivasi belajar siswa, karena siswa sudah mempunyai motivasi yang tinggi. Hasil analisis kedua menunjukkan dua puluh empat artikel menyatakan metode *flipped classroom* berpengaruh positif terhadap hasil belajar siswa, karena penggunaan teknologi yang menarik selama *pre-class* dan kegiatan diskusi aktif di kelas membantu siswa lebih memahami materi secara mendalam, adapun dua artikel menyebutkan metode *flipped classroom* tidak berpengaruh terhadap hasil belajar siswa, karena penggunaan metode *flipped classroom* yang kurang efektif. Hasil analisis ketiga menunjukkan sebanyak delapan artikel menyatakan motivasi belajar berpengaruh positif terhadap hasil belajar siswa yang dipengaruhi oleh motivasi intrinsik yaitu rasa ketertarikan siswa dan penggunaan teknologi yang menarik dan motivasi ekstrinsik yaitu keinginan siswa untuk berprestasi, adapun satu jurnal menyebutkan motivasi belajar tidak berpengaruh terhadap hasil belajar, disebabkan oleh kurangnya usaha dan keinginan siswa untuk belajar karena terkendala materi yang tidak bisa di akses.

**Kata kunci:** *Flipped classroom*, Motivasi belajar, Hasil belajar

**Fitrin Ramadini (1604286). “The Effect of Flipped Classroom Method on Learning Motivation and Student Learning Outcome (Systematic Literature Review)”**. Under Supervisor I: Prof. Dr. H. Eeng Ahman, MS and Supervisor II: Kinanti Geminastiti, M.Pd.

### ABSTRACT

*This research was conducted based on the problem of low motivation and student learning outcomes. As a solution to these problems, this study aims to see the effect of the flipped classroom method on learning motivation and student learning outcomes and the effect of motivation on learning outcomes. The method used in this study is a systematic literature review, the authors analyzed twenty-seven journal articles from various levels of education and fields of study from 2016-2020. The results of the first analysis show thirteen articles stating that the flipped classroom method has a positive effect on learning motivation because learning is supported by interesting technology and good communication between students and teachers, while two articles state that the flipped classroom method has no effect on students' learning motivation, because students have high motivation. The results of the second analysis showed that twenty-four articles stated that the flipped classroom method had a positive effect on student learning outcomes, because the use of technology during pre-class and active discussion activities in class helped students better understand the material in depth, while two articles stated that the flipped classroom method had no effect on student learning outcomes, due to the ineffective use of the flipped classroom method. The results of the third analysis showed that as many as eight articles stated that learning motivation had a positive effect on student learning outcomes which were influenced by intrinsic motivation, namely a sense of interest and the use of interesting technology and extrinsic motivation, namely the desire of students to excel, while one journal stated that learning motivation had no effect on learning outcomes. This is caused by the lack of effort and students' desire to learn because they are constrained by material that cannot be accessed.*

**Keyword:** *Flipped classroom, Learning motivation, Learning outcome*

## DAFTAR ISI

<b>UCAPAN TERIMAKASIH.....</b>	<b>Error! Bookmark not defined.</b>
<b>KATA PENGANTAR.....</b>	<b>Error! Bookmark not defined.</b>
<b>ABSTRAK .....</b>	<b>iv</b>
<b>DAFTAR ISI.....</b>	<b>vi</b>
<b>DAFTAR TABEL .....</b>	<b>viii</b>
<b>DAFTAR GAMBAR.....</b>	<b>ix</b>
<b>BAB I PENDAHULUAN.....</b>	<b>Error! Bookmark not defined.</b>
1.1 Latar Belakang Penelitian .....	<b>Error! Bookmark not defined.</b>
1.2 Rumusan Masalah Penelitian .....	<b>Error! Bookmark not defined.</b>
1.3 Tujuan Penelitian .....	<b>Error! Bookmark not defined.</b>
1.4 Manfaat Penelitian .....	<b>Error! Bookmark not defined.</b>
1.5 Struktur Organisasi Skripsi .....	<b>Error! Bookmark not defined.</b>
<b>BAB II KAJIAN TEORI DAN HIPOTESIS.....</b>	<b>Error! Bookmark not defined.</b>
2.1 Kajian Teori .....	<b>Error! Bookmark not defined.</b>
2.1.1 Konsep Belajar .....	<b>Error! Bookmark not defined.</b>
2.1.2 Motivasi Belajar .....	<b>Error! Bookmark not defined.</b>
2.1.3 Metode Flipped Classroom.....	<b>Error! Bookmark not defined.</b>
2.2 Hipotesis.....	<b>Error! Bookmark not defined.</b>
<b>BAB III METODE PENELITIAN .....</b>	<b>Error! Bookmark not defined.</b>
3.1 Objek dan Subjek Penelitian .....	<b>Error! Bookmark not defined.</b>
3.2 Metode Penelitian.....	<b>Error! Bookmark not defined.</b>
3.2.1 Penentuan Kriteria Pemilihan Hasil Riset Relevan.....	<b>Error! Bookmark not defined.</b>
3.2.2 Sumber Perolehan Hasil Riset Relevan...	<b>Error! Bookmark not defined.</b>
3.3 Format Analisis .....	<b>Error! Bookmark not defined.</b>
<b>BAB IV HASIL DAN PEMBAHASAN .....</b>	<b>Error! Bookmark not defined.</b>
4.1 Kajian Hasil Penelitian yang Relevan..	<b>Error! Bookmark not defined.</b>
4.2 Pembahasan.....	<b>Error! Bookmark not defined.</b>
4.2.1 Pengaruh Metode Flipped Classroom Terhadap Motivasi Belajar Siswa.....	<b>Error! Bookmark not defined.</b>

- 4.2.2 Pengaruh Metode Flipped Classroom Terhadap Hasil Belajar Siswa.....**Error! Bookmark not defined.**
- 4.2.3 Pengaruh Motivasi Belajar Terhadap Hasil Belajar Siswa **Error! Bookmark not defined.**

**BAB V SIMPULAN, IMPLIKASI DAN REKOMENDASI ....**Error! Bookmark not defined.

- 5.1 Simpulan .....**Error! Bookmark not defined.**
- 5.2 Implikasi.....**Error! Bookmark not defined.**
- 5.3 Rekomendasi .....**Error! Bookmark not defined.**

**DAFTAR PUSTAKA ..... vi**

**DAFTAR TABEL**

Tabel 2.1 Dimensi Proses Kognitif .....	<b>Error! Bookmark not defined.</b>
Tabel 2.2 Dimensi Ranah Afektif .....	<b>Error! Bookmark not defined.</b>
Tabel 2.3 Perbedaan Penggunaan Waktu di Kelas Tradisional dengan Flipped Classroom .....	<b>Error! Bookmark not defined.</b>
Tabel 2.4 Perbedaan Flipped Classroom dengan Kelas Tradisional dalam Mencapai Taksonomi Bloom .....	<b>Error! Bookmark not defined.</b>
Tabel 3.1 Perolehan Penelitian Relevan .....	<b>Error! Bookmark not defined.</b>
Tabel 3.2 Format Analisis Jurnal .....	<b>Error! Bookmark not defined.</b>
Tabel 4.1 Rangkuman Hasil Penelitian Relevan...	<b>Error! Bookmark not defined.</b>



## DAFTAR GAMBAR

Gambar 2.1 Cognitive Load Theory .....**Error! Bookmark not defined.**

Gambar 2.2 Langkah-langkah Metode Flipped Classroom . **Error! Bookmark not defined.**

Gambar 4.1 Langkah-langkah metode flipped classroom.... **Error! Bookmark not defined.**

## DAFTAR PUSTAKA

### Buku

- Abdurrahman, M. (2003). *Pendidikan anak berkesulitan belajar*. Jakarta: Rineka Cipta.
- Anderson & Kratwohl. (2015). *Kerangka Landasan untuk Pembelajaran, Pengajaran dan Asesmen Revisi Taksonomi Pendidikan Bloom*. Yogyakarta:Pustaka Belajar
- Bergmann, J. & Sams, A. (2012) *Flip Your Classroom Reach Every Student In Every Class Every Day*. United Stated of America: ISTE
- Bransford, J. D., Ann L. Brown, A., & Cocking, R. R. (2004). How People Learn Brain, Mind, Experience, and School Committee. In *Psychology* (Vol. 116, Issue February).
- Darsono, M. (2000). *Belajar dan Pembelajaran*. Semarang:IKIP Semarang Pres.
- Dimiyati, & Mudjiono. (2009). *Belajar dan Pembelajaran*. Jakarta:PT Rineka Cipta.
- Djamarah, S. B. (2002). *Psikologi Belajar*. Jakarta:PT Rineka Cipta.
- Hamalik, O. (2003). *Prosedur Belajar Mengajar*. Jakarta:Bumi Aksara.
- Isjoni. (2011). *Cooperative Learning Efektifitas Pembelajaran Kelompok*. Bandung: Alfabeta
- Levy, P. (2001). *Cyberculture*, Minneapolis: University of Minnesota Press
- Lister. M. dkk. (2009). *New Media: a Critical Introduction*. London: Routledge
- Mc. Donald, F. J. (1959). *Frederick J. Mc.Donald, Educational Psychology*. Wadsworth Publishing Company.
- Mondry, 2008. *Pemahaman Teori dan Praktik Jurnalistik*. Bogor: Ghalia Indonesia
- Nashar. (2004). *Peranan Motivasi dan Kemampuan awal dalam kegiatan Pembelajaran*. Jakarta:Delia Press.
- Purwanto, M. N. (1985). *Psikologi Pendidikan*. Bandung:PT Remaja Rosdakarya.
- Sabri, A. (2007). *Psikologi Pendidikan*. Jakarta:Pedoman Ilmu Jaya.
- Sardiman, A. . (2000). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta:Grafindo Persada.
- Slameto. (2013). *Belajar dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta:PT Rineka Cipta.
- Soemanto, W. (2003). *Psikologi Pendidikan*. Rineka Cipta.
- Steers, M. R., & Porter, L.W. (1987) *Motivation and Work Behavior*. New York:

Fitrin Ramadani, 2021

**PENGARUH METODE PEMBELAJARAN FLIPPED CLASSROOM TERHADAP MOTIVASI BELAJAR DAN HASIL BELAJAR SISWA (SYTEMATIC LITERATURE REVIEW)**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

McGraw-Hill

- Sudjana. (2009). *Penilaian Hasil Proses Belajar Mengajar*. Bandung:PT Remaja Rosdakarya.
- Suprijono, A. (2016). *Cooperative Learning Teori dan Aplikasi PAIKEM*. Yogyakarta:Pustaka Pelajar.
- Suwarno, W. (2009). *Dasar-Dasar Ilmu Pendidikan*. Yogyakarta: Ar-Ruzz Media
- Suyono, & Hariyanto. (2017). *Belajar dan Pembelajaran*. Bandung:PT Remaja Rosdakarya.
- Syah, M. (2010). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung:PT Remaja Rosdakarya.
- Wahab, R. (2015). *Psikologi Belajar*. Jakarta:Rajagrafindo Persada.

### **Jurnal**

- Abeysekera, L., & Dawson, P. (2015). Motivation and cognitive load in the flipped classroom: definition, rationale and a call for research. *Higher Education Research and Development*, 34(1), 1–14.  
<https://doi.org/10.1080/07294360.2014.934336>
- Aguilar, R., Santana, M., Larrañeta, B., & Cuevas, G. (2020). Flipping the Strategic Management Classroom: Undergraduate Students' Learning Outcomes. *Scandinavian Journal of Educational Research*, 0(0), 1–16.  
<https://doi.org/10.1080/00313831.2020.1825524>
- Akbaş, A., & Kaan, A. (2007). Affective factors that influence chemistry achievement (motivation and anxiety) and the power of these factors to predict chemistry achievement. *Journal of Turkish Science Education*, 4(1), 10-20.
- Almasseri, M., & AlHojailan, M. I. (2019). How flipped learning based on the cognitive theory of multimedia learning affects students' academic achievements. *Journal of Computer Assisted Learning*, 35(6), 769–781.  
<https://doi.org/10.1111/jcal.12386>
- Bhagat, K. K., Chang, C. N., & Chang, C. Y. (2016). The impact of the flipped classroom on mathematics concept learning in high school. *Educational Technology and Society*, 19(3), 134–142.
- Britner, S.L., & Pajares, P. (2006). Sources of science self-efficacy beliefs of

- middle school students. *Journal of Research in Science Teaching*, 43(5), 485-499.
- Boyras, S., & Ocak, G. (2017). Implementation of flipped education into Turkish EFL teaching context \*. *JOURNAL OF LANGUAGE AND LINGUISTIC STUDIES*, 13(2), 426–439.
- Butzler, K. B. (2014). The Effects of Motivation on Achievement and Satisfaction in a Flipped Classroom Learning Environment [Northcentral University]. In *Pro Quest LLC* (Issue July).  
<http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1618236904?accountid=6579%5Cnhttp://novacat.nova.edu:4550/resserv?genre=dissertations+&+theses&issn=&title=The+Effects+of+Motivation+on+Achievement+and+Satisfaction+in+a+Flipped+Classroom+Le>
- Bursa, D. S., & Cengelci Kose, D. T. (2020). the Effect of Flipped Classroom Practices on Students' Academic Achievement and Responsibility Levels in Social Studies Course. *Turkish Online Journal of Distance Education*, 21(4), 143–159. <https://doi.org/10.17718/TOJDE.803390>
- Cagande, J. L. L., & Jugar, R. R. (2018). The flipped classroom and college physics students' motivation and understanding of kinematics graphs. *Issues in Educational Research*, 28(2), 288–307.
- Caviglia-Harris, J. (2016). Flipping the undergraduate economics classroom: Using online videos to enhance teaching and learning. *Southern Economic Journal*, 83(1), 321–331. <https://doi.org/10.1002/soej.12128>
- Cole, M. S., Feild, H. S., & Harris, S. G. (2004). Student Learning Motivation and Psychological Hardiness: Interactive Effects on Students' Reactions to a Management Class. *Academy of Management Learning & Education*, 3(1), 64–85. <https://doi.org/10.5465/amle.2004.12436819>
- Chuang, H. H., Weng, C. Y., & Chen, C. H. (2018). Which students benefit most from a flipped classroom approach to language learning? *British Journal of Educational Technology*, 49(1), 56–68. <https://doi.org/10.1111/bjet.12530>
- Cotta, K. I., Shah, S., Almgren, M. M., Macías-Moriarity, L. Z., & Mody, V. (2016). Effectiveness of flipped classroom instructional model in teaching pharmaceutical calculations. *Currents in Pharmacy Teaching and Learning*,

- 8(5), 646–653. <https://doi.org/10.1016/j.cptl.2016.06.011>
- Davies, R. S., Dean, D. L., & Ball, N. (2013). Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course. *Educational Technology Research and Development*, 61(4), 563–580. <https://doi.org/10.1007/s11423-013-9305-6>
- Eichler, J. F., & Peebles, J. (2016). Flipped classroom modules for large enrollment general chemistry courses: A low barrier approach to increase active learning and improve student grades. *Chemistry Education Research and Practice*, 17(1), 197–208. <https://doi.org/10.1039/c5rp00159e>
- El-Banna, M. M., Whitlow, M., & McNelis, A. M. (2017). Flipping around the classroom: Accelerated Bachelor of Science in Nursing students' satisfaction and achievement. *Nurse Education Today*, 56(December 2016), 41–46. <https://doi.org/10.1016/j.nedt.2017.06.003>
- Enfield, J. (2013). Looking at the Impact of the Flipped Classroom Model of Instruction on Unde...: EBSCOhost. *Tech Trends: Linking Research and Practice to Improve Learning*, 57(6), 14–27. <http://ehis.ebscohost.com.ezproxy.strose.edu/ehost/pdfviewer/pdfviewer?vid=6&sid=4324c770-0fa1-45f9-8305-58c23246b361%40sessionmgr4004&hid=4111>
- Galway, L. P., Corbett, K. K., Takaro, T. K., Tairyan, K., & Frank, E. (2014). A novel integration of online and flipped classroom instructional models in public health higher education. *BMC Medical Education*, 14(1), 1–9. <https://doi.org/10.1186/1472-6920-14-181>
- Gelgoot, E. S., Bulakowski, P. F., & Worrell, F. C. (2020). Flipping a Classroom for Academically Talented Students. *Journal of Advanced Academics*, 31(4), 451–469. <https://doi.org/10.1177/1932202X20919357>
- Gordon, M. (2008). Between constructivism and connectedness. *Journal of Teacher Education*, 59(4), 322–331. doi:10.1177/0022487108321379
- He, W., Holton, A., Farkas, G., & Warschauer, M. (2016). The effects of flipped instruction on out-of-class study time, exam performance, and student perceptions. *Learning and Instruction*, 45, 61–71. <https://doi.org/10.1016/j.learninstruc.2016.07.001>

- Hung, H. T. (2015). Flipping the classroom for English language learners to foster active learning. *Computer Assisted Language Learning*, 28(1), 81–96.  
<https://doi.org/10.1080/09588221.2014.967701>
- J.Brame, C. (2019). “Flipping” the Classroom. In *Science Teaching Essential* (pp. 121–132). <https://doi.org/10.1097/01.NAJ.0000494696.86240.35>
- Jonassen, D.H. & Easter, M.A.. (2012). Conceptual change and student centered learning environments. *Theoretical Foundations Oflearn- Ing Environments*. 95-113.
- Jian, Q. (2019). Effects of Digital Flipped Classroom Teaching Method Integrated Cooperative Learning Model on Learning Motivation and Outcome. *The Electronic Library*, 37(5), 842–859. <https://doi.org/10.1108/EL-02-2019-0024>
- Karabatak, S., & Polat, H. (2020). The effects of the flipped classroom model designed according to the ARCS motivation strategies on the students’ motivation and academic achievement levels. *Education and Information Technologies*, 25(3), 1475–1495. <https://doi.org/10.1007/s10639-019-09985-1>
- Kim, M. K., Kim, S. M., Khera, O., & Getman, J. (2014). The experience of three flipped classrooms in an urban university: An exploration of design principles. *Internet and Higher Education*, 22, 37–50.  
<https://doi.org/10.1016/j.iheduc.2014.04.003>
- Kostaris, C., Sergis, S., Sampson, D. G., Giannakos, M. N., & Pelliccione, L. (2017). Investigating the potential of the flipped classroom model in K-12 ICT teaching and learning: An action research study. *Educational Technology and Society*, 20(1), 261–273.
- Lai, T., Lin, F. T., & Yueh, H. (2018). The effectiveness of team-based flipped learning on a vocational high school economics classroom. *Interactive Learning Environments*, 0(0), 1–12.  
<https://doi.org/10.1080/10494820.2018.1528284>
- Lin, H. C., & Hwang, G. J. (2018a). Research trends of flipped classroom studies for medical courses: a review of journal publications from 2008 to 2017 based on the technology-enhanced learning model. *Interactive*

- Learning Environments*. 27(5), 1-17. <https://doi.org/10.1080/10494820.2018.1467462>
- Lo, C. K., Lie, C. W., & Hew, K. F. (2018). Applying “First Principles of Instruction” as a design theory of the flipped classroom: Findings from a collective study of four secondary school subjects. *Computers and Education*, 118, 150–165. <https://doi.org/10.1016/j.compedu.2017.12.003>
- Maheshwari, P., & Seth, N. (2020). *Effectiveness of flipped classrooms A case of management education*. <https://doi.org/10.1108/IJEM-10-2017-0282>
- Mason, G. S., Shuman, T. R., & Cook, K. E. (2013). Comparing the effectiveness of an inverted classroom to a traditional classroom in an upper-division engineering course. *IEEE Transactions on Education*, 56(4), 430–435. <https://doi.org/10.1109/TE.2013.2249066>
- Murniati, N., Supriadi., Gunadi, T. (2013). Peningkatan Keterlibatan Mahasiswa dalam Pembelajaran Biostatistik dengan Metode Kooperatif Melalui Media Lembar Kerja Mahasiswa (Lkm) di Program Studi Perumahsakitan. *Jurnal Vokasi Indonesia*. 1(2)
- Neo, M. & Neo, T.-K. (2008). Engaging students in multimedia-mediated constructivist learning- Students’ perceptions. *Educational Technology & Society*, 12(2), 254-266.
- Ulfah, K. R., Santoso, A., & Utaya, S. (2016). Hubungan Motivasi dengan Hasil Belajar IPS. *Jurnal Pendidikan: Teori, Penelitian dan Pengembangan*, 1(8), 1607-1611
- Olakanmi, E. E. (2017). The Effects of a Flipped Classroom Model of Instruction on Students’ Performance and Attitudes Towards Chemistry. *Journal of Science Education and Technology*, 26(1), 127–137. <https://doi.org/10.1007/s10956-016-9657-x>
- Peterson, D. (2016). The Flipped Classroom Improves Student Achievement and Course Satisfaction in a Statistics Course: A Quasi-Experimental Study. *Teaching of Psychology*, 43(1), 10-15. <https://doi.org/10.1177/0098628315620063>
- Perry, A., & Hammond, N. (2002). Systematic Reviews: The Experiences of a PhD Student. *Psychology Learning & Teaching*, 2(1), 32–35.

- <https://doi.org/10.2304/plat.2002.2.1.32>
- Pratiwi. (2019). Efek Program PISA terhadap Kurikulum di Indonesia. *Jurnal Pendidikan dan Kebudayaan*, 4(1), 51-71. <https://doi.org/10.24832/jpnk.v4i1.1157>
- Roach, T. (2014). Student perceptions toward flipped learning: New methods to increase interaction and active learning in economics. *International Review of Economics Education*, 17, 74–84. <https://doi.org/10.1016/j.iree.2014.08.003>
- Rusnawati, M. D. (2020). Implementasi Flipped Classroom Terhadap Hasil Dan Motivasi. *Jurnal Ilmiah Pendiidikan Dan Pembelajaran*, 4(April), 139–150.
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68-78 <https://doi.org/10.1037//0003-06X.55.1.68>
- Sahara, R., & Sofya, R. (2020). Pengaruh Penerapan Model Flipped Learning dan Motivasi Belajar Terhadap Hasil Belajar Siswa. *Jurnal Ecogen*, 3(3), 419–431. <http://ejournal.unp.ac.id/students/index.php/pek/article/view/9918>
- Schwartz, S. (2013) The future of higher education: faster, cheaper, better. *Policy*, 29(2), 3-9. <https://search.informit.org/documentSummary;dn=470652777025750;res=IELHSS;type=pdf>
- Sergis, S., Sampson, D. G., & Pelliccione, L. (2018). Investigating the impact of Flipped Classroom on students' learning experiences: A Self-Determination Theory approach. *Computers in Human Behavior*, 78, 368–378. <https://doi.org/10.1016/j.chb.2017.08.011>
- Sezer, B. (2017). The Effectiveness of a Technology-Enhanced Flipped Science Classroom. *Journal of Educational Computing Research*, 55(4), 471–494. <https://doi.org/10.1177/0735633116671325>
- Singh, K., Granville, M., & Dika, S. (2002). Mathematics and science achievement: Effects of motivation, interest, and academic engagement. *The Journal of Educational Research*, 95(6), 323-332.
- Smit, K., Brabander, J., Martens, R. (2014). Student-centred and teacher-centred learning environment in pre-vocational secondary education: Psychological needs, and motivation. *Scandinavian Journal of Educational Research*, 58(6),



<https://doi.org/10.1080/00313831.2013.821090>

- Sookoo-Singh, N., & Boisselle, L. N. (2018). How Does The “Flipped Classroom Model” Impact On Student Motivation And Academic Achievement In A Chemistry Classroom? *Science Education International*, 29(4), 201–2012. <https://files.eric.ed.gov/fulltext/EJ1205443.pdf>
- Sucipto, T. L. A., Efendi, A., Hanif, H. N., & Budiyanto, C. (2017). The Influence of Learning Management Technology to Student’s Learning Outcome. *IJPTE : International Journal of Pedagogy and Teacher Education*, 1(1), 11–18. <https://doi.org/10.20961/ijpte.v1i1.4606>
- Suratini. (2017). Pengaruh Pendidikan dalam Meningkatkan Kualitas Sumber Daya Manusia di Indonesia. *Future: Jurnal Manajemen dan Akuntansi*, 5(1), 68-84.
- Tasker, R. (1992). Effective Teaching What Can A Constructivist view of Learning Offer. *The Australian Science Teachers Journal*, 38(1)
- Thai, N. T. T., De Wever, B., & Valcke, M. (2017). The impact of a flipped classroom design on learning performance in higher education: Looking for the best “blend” of lectures and guiding questions with feedback. *Computers and Education*, 107, 113–126. <https://doi.org/10.1016/j.compedu.2017.01.003>
- Villavicencio, F. T., & Bernardo, A. B. I. (2016). Beyond Math Anxiety: Positive Emotions Predict Mathematics Achievement, Self-Regulation, and Self-Efficacy. *Asia-Pacific Education Researcher*, 25(3), 415–422. <https://doi.org/10.1007/s40299-015-0251-4>
- Wei, X., Cheng, I. L., Shing, N., Xianmin, C., & Yongbo, Y. (2020). Effect of the flipped classroom on the mathematics performance of middle school students. *Educational Technology Research and Development*, 0123456789. <https://doi.org/10.1007/s11423-020-09752-x>
- Winter, J. W. (2018). Performance and Motivation in a Middle School Flipped Learning Course. *TechTrends*, 62(2), 176–183. <https://doi.org/10.1007/s11528-017-0228-7>
- Wibisono, G. (2017). Media Baru dan Nasionalisme Anak Muda: Pengaruh Penggunaan Media Sosial ‘Good News From Indonesia’ terhadap Perilaku Nasionalisme. *Jurnal Studi Pemuda*, 6(2)
- Zainuddin, Z., & Halili, S. H. (2016). Flipped classroom research and trends from

different fields of study. *International Review of Research in Open and Distance Learning*, 17(3), 313–340.  
<https://doi.org/10.19173/irrodl.v17i3.2274>

### Internet

Myesha, A. (2020). Teori Determinasi Diri (*Self-Determination Theory*). [Online]  
 Diakses dari <https://psike.id/teori-determinasi-diri-self-determination-theory/>

### Sumber lain

Boaz, A., Hayden, C., & Bernard, M. (1999). *Attitudes and Aspirations of Older People: A Review of The Literature*. Corporate Document Services.

Cook, D. J., Mulrow, C. D., Haynes, R. B., & McMaster, F. (1997). Systematic Reviews: Synthesis of Best Evidence for Clinical Decisions. *Ann Intern Med*, 126, 376–380. <http://annals.org/>

Council Australian National Health and Medical Research. (1999). How to review the evidence: systematic identification and review of the scientific literature. In *Handbook series on preparing clinical practice guidelines*.

Felder, R.M. (2012). *Engineering education—A tale of two paradigms*. In SFGE, 2nd. Int Conf on Geotechnical Engineering Education, Galway

Hamdan, N, McKnight, P, McKnight, K. & Arfstrom, K. (2013) . *A White Paper Based On The Literature Review Titled : Review Of Flipped Learning*. London: Pearson.

Jeffery, L. (2016). *Flipped Instruction For Information Literacy: Five Instructional Cases of Academic Librarians*

Mayer, R. E. (2001). *Multimedia learning*. New York, NY: Cambridge University Press.

Sjoberg, S. (2007). Constructivism and learning. *International Encyclopaedia of Education 3rd Edition*, Oxford: Elsevier.