

ABSTRAK

Rendahnya hasil belajar Fiqih siswa yang ditandai dengan kurangnya keterlibatan aktif siswa dalam proses pembelajaran menjadi salah satu permasalahan yang ditemukan di SMP Negeri Perisai Kutacane. Oleh karena itu, diperlukan suatu metode pembelajaran yang mampu mendorong siswa untuk berpikir aktif, memecahkan masalah, dan memahami materi secara mandiri. Penelitian ini bertujuan untuk mengetahui pengaruh metode pembelajaran *Problem Solving* berbasis *Flipped Classroom* terhadap hasil belajar siswa pada mata pelajaran Fiqih kelas VIII di SMP Negeri Perisai Kutacane. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *quasi experiment*. Populasi penelitian adalah seluruh siswa kelas VIII SMP Negeri Perisai Kutacane. Sampel penelitian terdiri dari dua kelas, yaitu kelas VIIIB sebagai kelas eksperimen yang berjumlah 23 siswa dan kelas VIIC sebagai kelas kontrol yang berjumlah 23 siswa. Teknik pengumpulan data dilakukan melalui tes berbentuk *pretest* dan *posttest*. Kelas eksperimen diberikan perlakuan menggunakan metode pembelajaran *Problem Solving* berbasis *Flipped Classroom*, sedangkan kelas kontrol menggunakan pembelajaran konvensional. Data dianalisis menggunakan program SPSS versi 21 melalui uji normalitas, uji homogenitas, dan uji-t. Hasil penelitian menunjukkan bahwa rata-rata nilai *pretest* dan *posttest* pada kelas eksperimen masing-masing sebesar 50,87 dan 79,13, sedangkan pada kelas kontrol sebesar 51,30 dan 66,30. Hasil uji normalitas menunjukkan data berdistribusi normal dengan nilai signifikansi 0,302 pada kelas eksperimen dan 0,096 pada kelas kontrol. Hasil uji homogenitas menunjukkan nilai signifikansi sebesar 0,715 > 0,05 sehingga data bersifat homogen. Selanjutnya, hasil uji hipotesis diperoleh nilai thitung sebesar 3,910 dan ttabel sebesar 1,680 pada taraf signifikansi 0,05. Selain itu, nilai Sig. (2-tailed) sebesar 0,000 < 0,05. Dengan demikian, H₀ ditolak dan H_a diterima. Berdasarkan hasil penelitian dapat disimpulkan bahwa terdapat pengaruh yang signifikan metode pembelajaran *Problem Solving* berbasis *Flipped Classroom* terhadap hasil belajar siswa pada mata pelajaran Fiqih kelas VIII di SMP Negeri Perisai Kutacane. Metode pembelajaran *Problem Solving* berbasis *Flipped Classroom* terbukti mampu meningkatkan hasil belajar siswa karena memberikan kesempatan kepada siswa untuk aktif memecahkan masalah, memahami materi secara mandiri, dan mengembangkan kemampuan berpikir kritis dalam proses pembelajaran.

Kata Kunci: *Problem Solving, Flipped Classroom, Hasil Belajar Fiqih.*

ABSTRACT

The low learning outcomes in Fiqh, indicated by students' lack of active participation in the learning process, became one of the problems identified at SMP Negeri Perisai Kutacane. Therefore, an instructional method that encourages students to think actively, solve problems, and understand learning materials independently is needed. This study aimed to determine the effect of the *Problem Solving* method based on the *Flipped Classroom* approach on the learning outcomes of eighth-grade students in Fiqh at SMP Negeri Perisai Kutacane. This research employed a quantitative approach with a quasi-experimental design. The population consisted of all eighth-grade students at SMP Negeri Perisai Kutacane. The sample included two classes: Class VIIIb as the experimental group consisting of 23 students and Class VIIC as the control group consisting of 23 students. Data were collected through pretests and posttests. The experimental group received instruction using the *Problem Solving* method based on the *Flipped Classroom* approach, while the control group was taught using conventional learning methods. The data were analyzed using SPSS version 21 through normality tests, homogeneity tests, and independent sample t-tests. The results showed that the mean pretest and posttest scores of the experimental class were 50.87 and 79.13, respectively, while those of the control class were 51.30 and 66.30. The normality test indicated that the data were normally distributed, with significance values of 0.302 for the experimental class and 0.096 for the control class. The homogeneity test showed a significance value of $0.715 > 0.05$, indicating that the data were homogeneous. Furthermore, the hypothesis test revealed a t-value of 3.910 and a t-table value of 1.680 at a significance level of 0.05. In addition, the Sig. (2-tailed) value was $0.000 < 0.05$. Therefore, H_0 was rejected and H_a was accepted. Based on these findings, it can be concluded that the *Problem Solving* method based on the *Flipped Classroom* approach has a significant effect on students' learning outcomes in Fiqh for eighth-grade students at SMP Negeri Perisai Kutacane. The method was proven effective in improving students' learning outcomes by providing opportunities for them to actively solve problems, understand learning materials independently, and develop critical thinking skills throughout the learning process.

Keywords: Problem Solving, Flipped Classroom, Fiqh Learning Outcomes.