THE EFFECT OF FLIPPED CLASSROOM WITH CONCEPT MAPS ON THE LEARNING OUTCOMES OF THIRD-GRADE KMI STUDENTS IN FIQH SUBJECT AT PONDOK MODERN DARUSSALAM GONTOR, CAMPUS IV KALIGUNG-BANYUWANGI

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Abstract

This study aims to analyze the effect of the Flipped Classroom learning model integrated with concept maps on the learning outcomes of third-grade KMI students in the Fiqh subject at Pondok Modern Darussalam Gontor, Campus 4 Banyuwangi. This research employs a quantitative quasi-experimental approach with a post-test only one-group design. The sample was selected using a cluster sampling technique, consisting of students from classes III-D and III-B. Data were collected through observation, tests, and documentation. The data were analyzed using t-test and effect size techniques. The validity of the data was ensured through validity and reliability testing, as well as prerequisite tests including homogeneity and normality tests. The results showed that the t-test value (t = 2.854) was greater than the critical t-value (t = 2.021), with a significance value (sig. 2-tailed) of 0.014 < 0.05. This indicates that the hypothesis stating there is a significant effect of using the Flipped Classroom model with concept maps on students' learning outcomes is accepted, while the null hypothesis is rejected. Furthermore, the effect size (Cohen's d) was calculated using the formula: Cohen's d = (Mean 1 – Mean 2) / Pooled Standard Deviation = (14.45 17.30)/3.591 = 0.794. This result indicates a moderately large effect.

Keywords: *Flipped Classroom Learning Model, Concept Map, Learning Outcomes*

A. Introduction

The Flipped Classroom model integrated with concept maps was chosen as an alternative instructional model. The Flipped Classroom is a strategy that uses a blended learning approach by reversing the traditional learning environment through the delivery of instructional content outside the classroom (mostly online). During face-to-face sessions, tasks traditionally considered homework are discussed, or the teacher may ask the class to discuss exam-related questions (Rahma et al., 2023).

Choosing the appropriate learning model is crucial for enhancing

instructional effectiveness. Teachers must have the competence to select and implement learning models that match the students' characteristics, subject matter, and learning context to ensure optimal learning and foster an advanced generation.

To address the aforementioned issues, the Flipped Classroom model integrated with concept maps was selected as an alternative. This model reverses the traditional classroom by providing learning content outside of class. In-class sessions are then used for discussions or group tasks (Yasin et al., 2024). The model promotes effective time management and motivates students to learn more independently and consistently.

In the learning process, communication between teachers and students is vital. The teacher acts as the sender of information, while the student acts as the receiver. This process will be successful if both parties engage effectively, which requires the use of appropriate media (Hasan et al., 2021).

Learning media play an essential role in improving the effectiveness and quality of education. According to Dahar, a concept map is a tool that expresses meaningful relationships among concepts in the form of propositions. Despite the traditional nature of learning in Islamic boarding schools, innovation is not restricted. This study examines the implementation of the Flipped Classroom model supported by concept map media in Fiqh learning (Muhammad Isa Anshory et al., 2024).

Usually, the Flipped Classroom is implemented through applications like Google Meet or Zoom. However, online learning has limitations in building interaction and character. In this study, out-of-class learning was conducted face-to-face, making it more effective (Syajili & Maman Abadi, 2021).

This study implemented the Flipped Classroom model in a boarding school setting, where students live in the dormitory and learning outside class was conducted offline. The integration of concept maps helps students visualize Fiqh concepts structurally and systematically, making understanding easier.

This research is expected to contribute significantly to the development of more effective and innovative learning methods. The findings can serve as a reference for educators and boarding school administrators to enhance the quality of Fiqh instruction.

B. Research Methods

This study employed a quantitative method. According to Sugiyono (Sunawan et al., 2017), quantitative research is based on positivist philosophy, focusing on specific populations or samples using research instruments, and analyzing data quantitatively/statistically to test hypotheses.

The type used in this study is quantitative with a quasi-experimental approach. The design adopted is the post-test-only control group design, where two groups are used: an experimental group and a control group.

The experimental group receives the treatment, while the control group undergoes conventional instruction. After a set period, both groups take a post-test using the same instrument (Mashuri et al., 2021)

C. Results and Discussion

This research was conducted at Pondok Modern Darussalam Gontor Campus 4, Banyuwangi. The research sample consisted of class III B as the experimental class with 23 students, and class III D as the control class with 20 students. The research was carried out over four face-to-face meetings. 1) In the control class, the first meeting of fiqh learning was conducted using the lecture and question-answer method, focusing on the topic *Islamic law on theft*. In the second meeting, the same method was applied, followed by the administration of a post-test to evaluate student learning outcomes, 2) In the experimental class, learning was carried out using the Flipped Classroom model.

During the first meeting, students studied the material outside the classroom through direct face-to-face interaction, and were divided into several groups. The topic *Islamic law on theft* was explained with the aid of concept maps, which helped students understand the related concepts more easily. The second meeting was held in the classroom for group discussions and presentations. The teacher acted as a facilitator, guiding the presentation process. Afterward, a post-test was administered to assess student learning outcomes. Comparison Between the Control and Experimental Classes There were both differences and similarities in the learning process of the control and experimental classes: 1) The difference lies in the treatment: the control class used the traditional lecture and Q&A method with no treatment, while the experimental class received treatment through the use of the Flipped Classroom model with concept maps, 2) The similarity is that both classes were given a post-test consisting of 25 multiple-choice questions to measure learning mastery.

The 25-item test instrument was validated by subject matter experts and had four answer choices. A pilot test was conducted on a sample of 30 students for validation and reliability testing. Research Purpose and Method This study aimed to determine the effect of using the Flipped Classroom learning model with concept maps on the learning outcomes of grade III students at Pondok Modern Darussalam Gontor Campus 4, Banyuwangi. The population consisted of 107 students across five classes, with 43 students selected as the sample: 23 in the

experimental class and 20 in the control class. The sampling technique used was cluster sampling.

This research employed a quantitative approach, specifically a quasi-experimental design with a posttest-only control group design.

The independent variable (X) was the Flipped Classroom model with concept maps, and the dependent variable (Y) was student learning outcomes.

T-Test Results and Learning Outcomes The average post-test score of the control class was 60.75, while the experimental class scored 71.3, showing a difference of 10.55 points, The T-test result: T-count = 2.573 > T-table = 2.019, and Sig. (2-tailed) = 0.044 < 0.05.

Conclusion: The alternative hypothesis (Ha) is accepted, and the null hypothesis (H_0) is rejected, meaning that the Flipped Classroom model with concept maps significantly influenced student learning outcomes in fiqh. Supporting Factors Behind Increased Learning Outcomes There are two main factors contributing to the improvement:

1) Flipped Classroom Model (Farhan & Magister): a. Allows students to study material at home before it is explained in class, promoting independence, b. Enables learning in a comfortable setting according to students' capabilities, c. Teachers can focus more on students facing difficulties, d. Students access diverse content formats (books, videos, websites, etc.), e.Students can repeat the learning material at any time, from anywhere.

2) Use of Concept Maps (Khasanah, 2019b): a. Provides a clear framework for presenting lessons, b. Helps teachers structure content based on hierarchical logic, c. Improves the efficiency and effectiveness of teaching, d. Supports meaningful learning processes, e. Enhances student engagement and creative thinking, f. Builds a well-integrated cognitive structure for easier learning, g. Helps students grasp the full meaning of lesson material by connecting concept components.

The Degree of Influence of Flipped Classroom with Concept Maps on Learning Outcomes To determine the magnitude of the effect, the researcher analyzed the post-test results of both classes: Experimental Class (III B): Minimum score: 45, Maximum score: 100, Mean: 71.3, Median: 70, Std. deviation: 16.598 Score categories: Low (<65): 43%, Medium (65–84): 30%, High (>84): 26% Control Class (III D): Minimum score: 40, Maximum score: 90, Mean: 60.5, Median: 60, Std. deviation: 12.129. Score categories: Low (<58): 40%, Medium (58–75): 50%, High (>75): 10%.

Based on the processed data, the statistical effect size was 0.794, or 78.5%, which falls into the moderate to high effect category. Therefore, it can be

concluded that the Flipped Classroom model with concept maps has a significant influence on the learning outcomes of Grade III students in the fiqh subject, particularly in the topic of *the law of stealing*.

The improvement in learning outcomes was also influenced by several supporting factors as mentioned by Agung et al. (2024), including: 1. Instructional leadership, 2. Supervision and guidance, 3. Availability of learning facilities The organization of supervised evening learning using the Flipped Classroom model and concept maps allowed students to better understand the material, resulting in a positive impact on their learning performance.

D. Conclusion

Based on the T-test summary, it was found that the result of the T-test was T-count = 2.573 > T-table = 2.019, with a significance value of 0.014 < 0.05. This means that the alternative hypothesis (H_a) stating that there is an influence of the Flipped Classroom learning model with concept maps on the learning outcomes of Grade III students at Pondok Modern Darussalam Gontor Campus 4 Banyuwangi is accepted, and the null hypothesis (H_0) is rejected.

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