

Febyliany Nursabilla (185050025). *Application of the Flipped Classroom Learning Model Assisted by Video Learning to Improve the Ability to Understand Mathematical Concepts and Self-confidence of Junior High School Students.*

ABSTRACT

The ability to understand mathematical concepts is the key in learning mathematics so that the ability to understand mathematical concepts is very important. Self-confidence can also help students in learning mathematics because many researchers conclude that self-confidence helps students believe in their own abilities. However, students' ability to understand concepts and self-confidence are still low. The purpose of this study was to determine: 1) whether the increase in the ability to understand mathematical concepts of students who received the flipped classroom learning model assisted by video learning was higher than students who received the flipped classroom learning model without the help of learning videos. 2) whether the self-confidence of students who received the flipped classroom learning model was better than students who received the flipped classroom learning model without the help of learning videos. 3) Is there a correlation between the ability to understand mathematical concepts and the self-confidence of students who get the video-assisted flipped classroom learning model. This research method is quasi-experimental. The research design used was a nonequivalent control group. The subjects in this study were selected randomly by using a purposive sampling technique in which class VIII-A as the control class and class VIII-C as the experimental class with the instrument used in the form of a description test and an attitude scale using a Likert scale. Data analysis was performed using a t-test or independent sample t-test with the help of SPSS 17.0 for Windows. The results showed that the increase in the ability to understand mathematical concepts of students who received the flipped classroom learning model assisted by learning videos was higher than students who received the flipped classroom learning model without the help of learning videos, the self-confidence of students who received the flipped classroom learning model assisted by learning videos was better than who received the flipped classroom learning model without the help of learning videos and there was a positive correlation between the ability to understand mathematical concepts and the self-confidence of students who received the flipped classroom learning model assisted by learning videos.

Keywords: Ability to understand mathematical concepts, self-confidence, model video-assisted flipped classroom learning