

THE EFFECT FLIPPED CLASSROOM LEARNING MODEL AND STATION ROTATION LEARNING MODEL APPROACH ON THE RESULT OF SOSIAL STUDIES IN ELEMENTARY SCHOOL ASSESSED FROM LEARNING INTEREST

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ABSTRACT

The purpose of this study was to determine the effect of Flipped classroom learning model and station rotation learning model on social studies learning outcomes in terms of elementary students learning interest. This research uses experimental method with treatment by level design. This research was conducted in the setting of two elementary schools and was divided into two classes. The design of the learning model minimizes direct teaching from teacher (offline) and maximizes indirect teaching with the support of materials that can be accessed online by students. Learning activities condition teachers to act as facilitators in designing online teaching materials in the form of learning videos from everyday themes and can be studied by students at home. The result of this study indicated that 1) There is a difference in the social studies learning outcomes of students who use the flipped classroom learning model which is higher than those who study using the station rotation model ($F = 5.14 > 3.11$). 2) There is a difference between the learning outcomes of the high learning interest category and the low learning interest category ($F = 3.81 > 3.11$). 3) There is an interaction between the learning model and interest in learning on social studies learning outcomes ($F = 40.62 > 3.11$). 4) Students who have a high interest in learning have higher learning outcomes with the Flipped Classroom model compared to the Station Rotation model ($F = 80.37 > 3.11$). 5) Students who have low interest in learning have higher learning outcomes with the Station Rotation model compared to the Flipped Classroom model ($F = 71.82 > 3.11$). Flipped Classroom and Station Rotation learning models can be used as learning alternatives during a pandemic with diverse student characteristics in order to create a fun learning atmosphere and avoid learning loss.

Keyword: Flipped Classroom, Station Rotation, Learning Interest, Learning Outcomes.

1. INTRODUCTION

Coronavirus Disease 2019 (Covid-19) has had a tremendous impact on all aspects, especially in terms of education and learning activities. Many schools in the world were closed to stop the spread of the virus, including Indonesia. At least about 290.5 million students around the world are disturbed by their learning activities. Based on data from the WHO reported by the worldometer, Indonesia is among the top 10 positive cases in Asian countries. Therefore, the government takes steps not to let learning loss occur and students also continue to receive their right to learn, learning continues even though it cannot be face-to-face but through network (online), outside the network (offline), or blended learning. (combined learning) online and offline.

Efforts to increase interest in learning, teacher competence, participation and creativity of students in the learning process are very much needed during this pandemic when learning from home activities, especially social studies subjects which have quite a lot and complex material. Social studies are considered necessary to be given to elementary school children because social studies is a science in which they learn about doing social interactions, knowledge to interact needs to be provided to students so that later they will blend in in society. However, the fact that teachers often deliver learning materials seems monotonous and knowledge is only focused on the teacher or the teacher only sends assignments via LMS during this pandemic without clear directions to read them, so it is not surprising that many elementary students feel bored with the delivery of social studies material. Things like this should not happen considering that social studies in elementary school as a regulator of the course of lessons should make learning fun.

Social studies lessons in elementary school are very important because they contain material that prepares and educates students to live and understand their world. Because social skills are very important, especially during a pandemic and when learning a combination between online and offline. According to AK Ellis (1991), there are reasons behind being taught social studies in elementary schools including social studies providing a place for students to learn and practice democracy, social studies is designed to help students explain their world, social studies is a means for positive self-development of students, helping students gain basic understanding (fundamental understanding) about geography, and other social sciences, as well as social studies also increase students' sensitivity to social problems. Social Sciences is given in elementary schools because it aims to develop the potential of students to be sensitive to social problems that occur in the community, have a positive mental attitude towards correcting all deviations that occur in society, and are skilled in overcoming every problem that occurs everyday, whether it befalls them. themselves and the community. Social studies has an important influence and role in primary school education, but social studies is still a subject that is "overlooked" for most students. Researchers see that student learning outcomes in social studies subjects are still low, especially in class V SD Negeri Karang Rahayu 01 Bekasi Regency. Social Studies is a subject that until now has not become a preferred subject such as science or social studies subjects.

This can be seen from the social studies learning outcomes which are still low, students' interest in learning during the learning process tends to be less motivated, less active, and even often ignores the duties of the teacher during the teaching and learning process. In the results of the Final Semester Assessment (PAS) II for the 2019/20 academic year, especially social studies subjects, almost 60 percent of the 40 students scored below the Social Sciences Minimum Completeness Criteria (KKM). The value of KKM Social Studies Class V SD Negeri Karang Rahayu 01 is 70. That means there are 24 students whose scores are below 70. Therefore, it is necessary to make efforts to improve the quality of learning, especially social studies subjects so that the meaningfulness and achievement of learning outcomes can be obtained by students class V SDN Karang Rahayu 01 in Karang Bahagia Subdistrict, Bekasi Regency. The various difficulties experienced by educators in distance learning during this pandemic are considering the many obstacles encountered that can hinder learning during the pandemic.

Starting from all of the above, how to overcome these problems requires an educator's creative attitude to create a meaningful and fun learning process atmosphere so that learning objectives are conveyed even though not optimally due to conditions in each area with all its limitations. One way that can be done to increase students' interest in learning is to determine learning models that can increase students' motivation, participation, and activeness in the learning process as well as high interest in learning in understanding the material.

The learning model that is expected to be right during this pandemic is to avoid learning loss which has been almost 2 years for students to learn from home. The selection of learning models must pay attention to the conditions of students, and be varied to realize meaningful learning. Students are not only required to receive material and know something in a limited way, and explore knowledge about social studies subject matter. One of the learning models used during this pandemic is blended learning or a combination learning model. One combination model that is suitable to be applied to elementary school students is the station rotation model or station rotation model. The station rotation model is a series of several learning activities carried out by students in class, where students alternately rotate from one activity to another arranged on different tables (Sarimsakova, 2017: 44).

However, considering the number of Covid-19 patients in Indonesia is getting higher and the restrictions on community activities in Bekasi Regency are getting stricter, the station rotation model is increasingly difficult to implement because time is limited and the visiting teacher program has been limited. Teachers are required to continue to innovate and find solutions for learning models that are more appropriate during this pandemic, especially to improve social studies learning outcomes for class V SD Negeri Karang Rahayu 01 Karang Bahagia Subdistrict, Bekasi Regency. The use of technology is also expected to be able to make students interested in learning social studies. Online learning should be able to present learning media that contains material in an interesting textual, audio, and visual way. In addition, the rapid development of technology and the availability of the internet causes humans to obtain information easily and precisely. Especially with the ownership of a communication tool, namely a smart device that almost all parents and students are used to using.

Teachers must continue to innovate to find learning models that are more appropriate and in accordance with the conditions. Moreover, in social studies subjects there are many materials that students need to understand. With a learning model that contains information in the form of text, images, or videos, it will motivate students to be enthusiastic in learning a combination of online and offline.

This learning model can be said to be a flipped classroom learning model. Flipped Classroom is a reversal of traditional classroom learning, namely learning that describes students as recipients of material and teachers who provide material in the classroom. In traditional classes, students only actively receive material. Whereas in the Flipped Classroom model, students can study learning materials at home in the form of text or videos uploaded via the internet on supporting applications such as Youtube, Learning Houses, Active Elementary Schools, Kemdikbudristek and so on. Then the material can be continued in group discussions when face-to-face learning is carried out if there is material that has not been understood and ask questions about materials sent online when limited face-to-face learning takes place.

Based on the background of the problem described above, the problem is formulated as follows, "Is there an interaction effect between learning models and interest in learning with social studies learning outcomes for fifth grade elementary school?"

With reference to the problem, the purpose of this study is "To find out whether there is an interaction effect between learning models and interest in learning with social studies learning outcomes for fifth grade elementary school."

2. LITERATURE REVIEW AND THEORY

Learning outcomes are the attainment of a form of behavioral change that tends to persist from the cognitive, affective, and psychomotor domains of the learning process carried out within a certain time (Jihad and Haris, 2012). Learning outcomes as a change in behavior as a whole are not only one aspect of human potential (Suprijono, 2013). Rusmonol (2012:10) states that "learning outcomes are changes in individual behavior which include the cognitive, affective, and psychomotor domains. This behavior is obtained after students complete the program through interaction with various learning resources and learning environments. That is, after experiencing the learning process, there are behavioral changes that occur in students including cognitive, affective, and psychomotor domains. These changes are then assessed and called learning outcomes.

Learning outcomes according to Nawawi (2013) are defined as the level of success of students in studying subject matter at school which is expressed in scores obtained from test results to know a certain number of subject matter. Furthermore, I Ekawarna (2013: 50) argues that "learning outcomes are a reflection of the knowledge, skills and attitudes acquired by students in participating in the teaching and learning process". Based on the views of several experts, it can be concluded that learning outcomes are the results obtained by students after going through a series of learning activities in which there are aspects of knowledge, attitudes and skills which are expressed in a value symbol and description.

The term Social Sciences is abbreviated as IPS according to Swasono (2013: 20), namely "IPS is the name of the subject at the elementary and secondary school levels or the name of the university study program is identical to the term social studies. The term IPS in elementary school is the name of a stand-alone subject as an integration of a number of concepts from social science disciplines, humanities, science, and even various social issues and problems of life."

According to Trianto (2012:171) "Social Sciences is an integration of various branches of social sciences such as sociology, history, geography, economics, politics, law and culture." Meanwhile, Djahiri in Ahmad Susanto (2012:137-138) explains that "IPS is a hope to be able to build a good society in which its members really develop as rational and responsible social people, so that values are created.."

Toni Nasution and Maulana Arafat Lubis (2018:3) stated that;

"Social Sciences is a translation of social studies which are simplified social sciences for educational purposes covering aspects of history, economics, political science, sociology, anthropology, psychology, geography and philosophy which in practice are selected for learning purposes. in schools and colleges. When analyzed carefully, the definition of social studies contains the following: 1) Social studies is a derivative of social sciences; 2) This discipline was developed to fulfill educational goals at the school level and at the tertiary level; 3) Aspects of each of the social science disciplines need to be selected for this purpose."

Moeliono Cokroadikarjo (2013) argues that social studies is the embodiment of an interdisciplinary approach from social science. Social Studies is an integration of various branches of social science, namely sociology, anthropology, culture, psychology, history, geography, economics, political science and human ecology, which are formulated for simplified purposes so that they are easy to learn.

Social Sciences is a simplified social science lesson for elementary, junior and senior high school education, simplification here means reducing the level of difficulty of social sciences that are usually studied at universities into lessons that are in accordance with the thinking maturity of elementary school students and advanced, and linking and combining materials from various branches of social sciences and community life so that they become easy-to-digest lessons (Soemantri, 2001).

Sumaatmadja (2002:123) argues that "IPS is an educational program which is a whole which basically questions humans and the physical natural environment as well as their social environment whose material is taken from various social sciences such as geography, history, economics, anthropology, and social psychology.

Social studies, which are taught in primary and secondary education, become the basic introduction to studying social studies/social studies or social sciences in universities. Even within the framework they can complement each other. The results of social studies studies can be utilized by social sciences, and conversely the results of social science studies can be utilized by social studies (Sardiyo, Sugandi, Ischak, 2011).

Flipped classroom is a model in which the teaching and learning process is not like in general, namely in the learning process students learn subject matter at home before class starts and teaching and learning activities in class are in the form of doing assignments, discussing, about material or problems that have not been understood (Yulietri et al. , 2015). Flipped classroom is a learning concept on the basis that what is done in conventional learning is done at home, while homework in conventional learning is done in the classroom (Milman, 2012). Flipped classroom is a learning model that minimizes direct teaching from the teacher, but maximizes indirect teaching with the support of materials that can be accessed online by students (Honson, 2013).

Sourced from several expert opinions, the researcher concluded that the Flipped classroom is a learning model that combines learning activities carried out outside or inside the classroom with the aim of maximizing the learning process, in the learning activities the teacher acts as a facilitator in designing or packaging online teaching materials in the form of learning videos which will later serve as material for students to study at home so that students are better prepared to learn when face-to-face classes are conducted.

In the Station Rotation model, students will get more learning resources, namely from two learning environments with different characteristics. The first learning environment is a guided learning environment (face to face) and the second learning environment is an online learning environment. Each of these learning environments has advantages and disadvantages that contradict one another. Therefore, when these two learning environments are combined into one learning environment, it is hoped that the two can complement each other (Adistana, 2016)

Based on the understanding of some of the experts above, it can be concluded that the station rotation learning model is one of the online and offline combination learning models that requires the role of all students. This means that this rotation model is useful for making student communication in one class more focused by providing material on line then rotating at face-to-face spots with the teacher and ending with discussions with fellow students in small groups.

The objectives of the blended learning station rotation model are;

- 1) help students to develop better in the learning process, according to learning styles and preferences in learning;
- 2) provide practical, realistic opportunities for educators and students to learn independently, benefit, and continue to grow;
- 3) Improved scheduling flexibility for learners, by combining the best aspects of face-to-face and online instruction;
- 4) Face-to-face classes can be used to engage students in interactive experiences. While the online portion provides students with multimedia content that is rich in knowledge at any time, and anywhere as long as students have internet access;
- 5) overcoming learning problems that require completion through the use of varied learning methods (Pradnyana, 2013).

In Haru (2015) psychology dictionary explained that interest in English is interest which is one of the technical terms of psychology, especially in educational psychology. Furthermore, Djaali (2013) states that interest is a feeling of curiosity, learning, admiration or having something. Then, according to Sadirman (2012) a person's interest in an object will be more visible if the object is on target and related to the desires and needs of the person concerned.

Nashar (2014:42) states that "Interest in learning is the driving force from within the individual to carry out learning activities, increase knowledge and skills as well as experience." According to Sutikno (2013) interest can be identified by signs including:

1) Attention; 2) Interest; 3) Curiosity; 4) Feelings of pleasure. The existence of student interest in participating in learning can be seen from the attitude in studying the learning material. Students with high learning interest tend to focus and pay attention to the teacher's explanations and easily understand the material during teaching and learning activities. The enthusiasm of students to take part in learning indicates an interest in learning in them. Furthermore, Slameto (2013) categorizes indicators of interest in learning into several types, namely: 1) Student attention; 2) Feelings of pleasure; 3) Student concentration; 4) Student awareness; 5) Willingness of students.

Characteristics of Class V Elementary School Students in general ranging in age from 6 to 12 years is a period that is an important and fundamental stage for the development of students. Students begin to develop and find their identity at that time. In the process of developing and searching for identity, students have different characteristics. Susanto (2015: 73) states that "Development in students includes two aspects, namely physical aspects and mental aspects".

3. METHOD

The use of the experimental method used in this study is a quasi-experimental in which the selected subjects are all subjects in the intact group. The method is used on the basis of the objectives to be achieved, which is to find out about the effect of the Flipped Classroom learning model on social studies learning outcomes in terms of learning interest. The implementation of this experimental research was carried out by giving learning to the two groups with different treatments, namely group A1 using the Flipped Classroom learning model and group A2 using the station rotation learning model. The purpose of giving these two lessons is to find out which one has a better effect on student learning outcomes in social studies learning for fifth grade elementary school. The research design used in this study was treatment by level or 2 x 2 factorial design. In this study, there were three research variables, consisting of two independent variables and one dependent variable. The first independent variable is the Flipped Classroom learning model, and the second independent variable is station rotation, the control variable is interest in learning, while the dependent variable is learning outcomes in social studies subjects for fifth grade elementary school.

The target population for the generalization of the experimental findings is all fifth

grade elementary school students in Bekasi Regency, especially in cluster II, Karang Bahagia Subdistrict, Bekasi Regency. While the samples used in this study were fifth grade students at SD Negeri Karang Rahayu 01 and class V students at SD Negeri Karang Setia 01. The sampling procedure was to identify all fifth grade students in Cluster II in Karang Bahagia Subdistrict, Bekasi Regency.

To analyze the data in this study, two-way analysis of variance (Two Way Anova) was used with a 2x2 factorial design or factorial design. To perform data processing with ANOVA, first, the normality test and data homogeneity test were carried out. This model is used to determine the effect of the independent variable on the dependent variable. The several stages of data analysis are as follows; 1) test normality test; 2) homogeneity test; 3) advanced test.

4. RESULTS

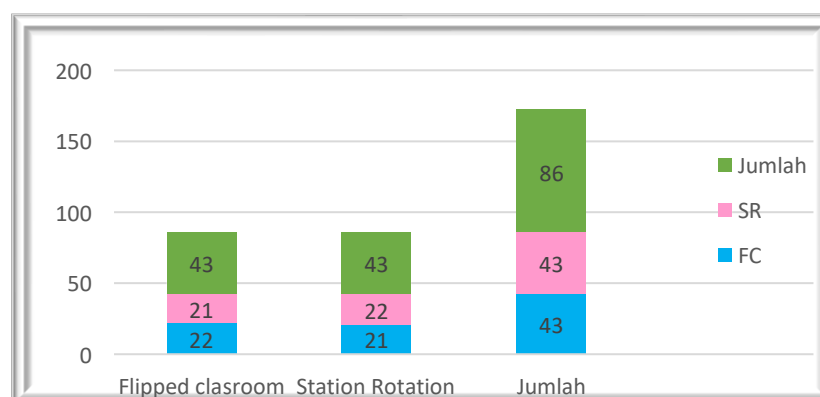
The results of this study were obtained from the results of the post test and data from a questionnaire or learning interest questionnaire. The resulting data is then analyzed and processed so that it can answer the research hypothesis.

a. Data Analysis Questionnaire or Learning Interest Questionnaire

Tabel 1.
Data Analysis

Treatment	High Learning Interest	Low Learning Interest	Total
MModel Flipped classroom	22	21	43
MModel Station rotation	21	22	43
Total	43	43	86

Figure 1.
Histogram of Learning Interest Grouping



Based on the table above, it is explained that the number of students who take part in learning with the flipped classroom learning model is 22 participants with a high

learning interest category and 21 students with low learning interest. Meanwhile, the number of students who took part in the study using the station rotation model was 21 students with high learning interest and 22 students with low learning interest. In total, all students who received treatment were 86 students.

Of the two categories are very influential on learning outcomes. High learning interest in learning with the flipped classroom and station rotation models will greatly affect the social studies learning outcomes for class V theme 7 Events in Life. On the other hand, low interest in learning with the treatment of flipped classroom and station rotation learning models will affect the social studies learning outcomes for class V theme 7 Events in Life. Given the importance of social studies learning in elementary school, which has a very broad scope and the material is related to events or events and can be applied to everyday life, social studies learning in elementary school plays an important role and binds other subjects. Although the 2013 curriculum is still being used during the pandemic and not all educational units use the emergency curriculum module, thematic learning in grade 5 elementary school, especially theme 7, is heavily dominated by social studies material.

Testing Requirements Analysis Normality Test Data

In this study, the group normality test used the Kolmogorov-Smirnov test with the calculation of the SPSS program. The data can be categorized as normal if the results of the Kolmogorov-Smirnov test for each group are greater than the significance level of $\alpha = 0.05$.

Based on the results of the normality test with the SPSS application, the results obtained are that the four groups of data that were treated showed that all data were normally distributed so that they met the requirements for the Two-Way ANOVA test. The results of the normality test of the data in table 4.11 are as follows:

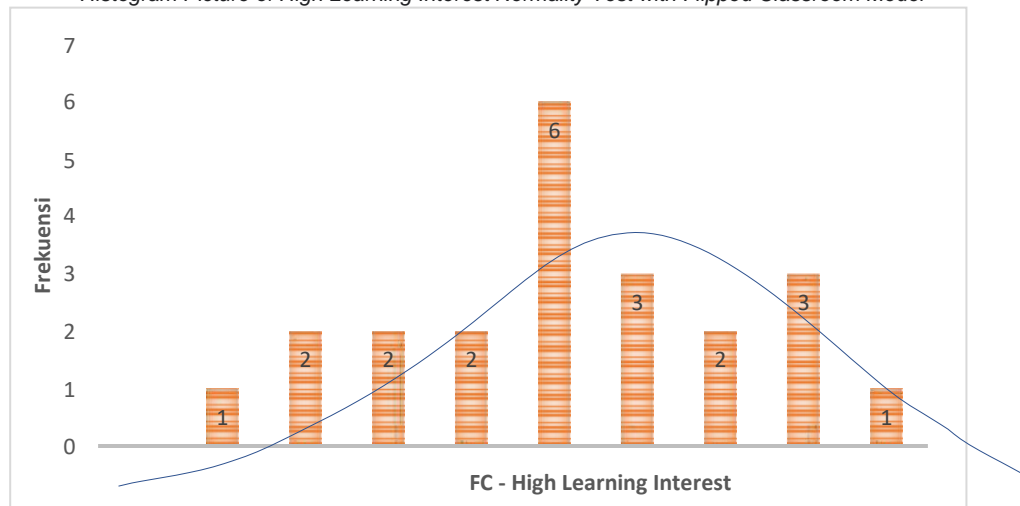
Table 2.

Table of Sample Normality Test Results With Kolmogorov Smirnov Test at $\alpha = 0.05$

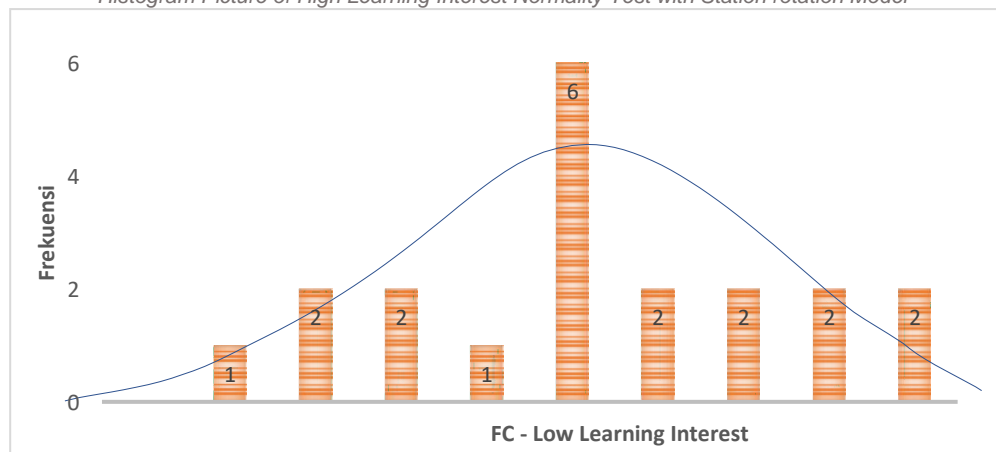
Sampel Group	Total Sampel	Result K-S	$\alpha = 0,05$	Conclusion
I	22	0,148	$\text{➤ } 0,05$	Normal
II	21	0,104	$\text{➤ } 0,05$	Normal
III	21	0,179	$\text{➤ } 0,05$	Normal
IV	22	0,115	$\text{➤ } 0,05$	Normal

Description:

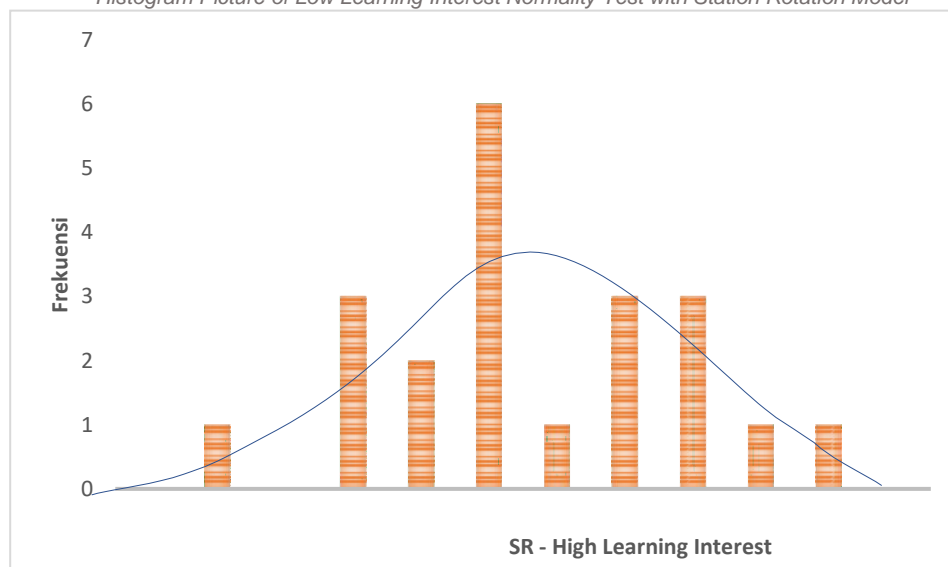
Group I: Groups of students in the category of high learning interest who are taught using the flipped classroom. learning model.

Figure 2.*Histogram Picture of High Learning Interest Normality Test with Flipped Classroom Model*

Group 2 :The group of students in the category of high learning interest with the station rotation learning model treatment

Figure 3.*Histogram Picture of High Learning Interest Normality Test with Station rotation Model*

Group 3: The group of students in the category of low learning interest who taught using the flipped classroom.

Figure 4.*Histogram Picture of Low Learning Interest Normality Test with Station Rotation Model*

Group 4: The group of students in the low learning interest category who Taught using the station rotation model

Figure 5.*Histogram of Low Learning Interest Normality Test with Station Rotation Model*

Based on table 4.20 and figure 4.11, figure 4.12, figure 4.13, and figure 4.14, it can be seen that the value of student learning outcomes in social studies learning for class V SD comes from a normal distribution population as seen from the histogram pattern that appears to follow a normal curve so that one of the requirements for the application for Two Way ANAVA has been fulfilled.

b. Homogeneity Test

The homogeneity test of this research was carried out on four groups of data using the Levene test with the help of the SPSS program application as shown in table 4.21 below:

Table 3.
Table of Homogeneity Test Results

Levene's Test of Equality of Error Variances^a			
Dependent Variable : Hasil Belajar			
F	df1	df2	Sig.
.631	3	82	.597

Based on the data in table 4.21, it can be seen that the significance value is 0.597 > 0.05, which means that the data from the study is homogeneous. This means that the Two Way ANOVA test can be continued.

5. HYPOTHESIS TEST

Hypothesis testing was carried out using two-way Analysis of Variance (ANAVA). Furthermore, to find out which group was significantly superior, further tests were carried out with multiple comparison analysis, namely the Scheffe test.

The results of the calculation of data analysis using two-way ANOVA for student learning outcomes in social studies learning Theme 7 Events in Life can be seen from table 4.

Table 4.
Table of Two Ways ANOVA Calculation Results From Social Studies Learning Outcomes Theme 7 Events in Life

Sumber Varians	Dk	JK	JRK	F _{Hitung}	F _{Tabel} $\alpha = 0,05$
Learning Model	1	492,595	492,595	5,14	3,11
Learning Interest	1	364,967	364,967	3,81	3,11
Interaction Learning Model and Learning Interest	1	3894,936	3894, 936	40,62	3,11
In group	86	7863,446	95,896		

The results of the calculation of data analysis with the Scheffe test for student learning outcomes in social studies learning are in the following table:

Table 5.

Table of Scheffe Test Results Social Studies Learning Outcomes Class V Theme 7

Result				
Scheffe ^{a,b}				
Kelompok	N	Subset for alpha = 0,05		
		1	2	3
Flipped – Low Learning Interest	21	62.48		
Station R- High Learning Interest	21	63.14		
Station R- Low Learning Interest	22		71.82	
Flipped- High Learning Interest	22			80.73
Sig.		.997	1.000	1.000

Based on the calculation results in the table above, it can be explained as follows:

a. Differences in Social Studies Learning Outcomes Between Students Who Are Taught With The Flipped Classroom Learning Model And Those Who Are Taught With The Station Rotation Learning Model

Based on the results of the ANOVA calculation, it is explained that $F_{count} = 5.14$ which is greater than the value of $F_{table} = 3.11$ so that it can be concluded that there is a significant difference in influence between the flipped classroom learning model and the station rotation learning model, there are social studies learning outcomes for class V theme 7 Events in Life.

Based on the data on learning outcomes, the average value obtained by the group of students who were taught using the flipped classroom learning model ($\bar{x}=71,81$) was higher than the average value obtained by the group of students who were taught using the station rotation learning model ($\bar{x}=67,58$). Based on the average value of the two learning models, it can be concluded that students who use the flipped classroom learning model are better than students' learning outcomes with the station rotation learning model treatment of social studies learning outcomes Theme 7 Events in Life.

b. Differences in Social Studies Learning Outcomes of Students Based on Categories of High Learning Interest and Low Learning Interest.

Based on the results of the ANOVA calculation, it can be seen that $f_{count} 3.81$ which is greater than the value $f_{table} = 3.11$, so it can be concluded that there is a difference in the effect of high learning interest and low learning interest. There are social studies learning outcomes with the theme of 7 events in life.

From the calculated data, the average value obtained by the group of students with high learning interest ($x=72.14$) was higher than the average value obtained by the group of students with low interest in learning ($x=67.26$). From the two average values, it can be concluded that students' interest in learning has an effect on learning outcomes for Social Sciences Theme 7 Events in Life. High learning interest will determine higher learning outcomes than students who have low learning interest.

c. Differences in Thematic Learning Outcomes of Students in the High Learning Interest Category between those taught with the Flipped Classroom Learning Model and the Station Rotation Learning Model.

Based on the results of the Scheffe test, it was explained that the results of the group of students who had high interest in learning with the treatment of the flipped classroom learning model the results showed ($\alpha = 80.73$), while the group of students in the category of high learning interest with the treatment of the station rotation learning model the results were ($\alpha = 63.14$).

Thus it can be concluded that students who have a high interest in learning do learning with the treatment of the flipped classroom model and obtain better learning outcomes than students who are treated with the station rotation learning model. High interest in learning becomes a control variable for the learning model that supports this group of students.

d. Differences in Social Studies Learning Outcomes for Students in the Low Learning Interest Category with the Flipped Classroom Learning Model and the Station Rotation Learning Model.

Based on the results of the Scheffe test, it can be seen that the results of the group of students in the low learning interest category using the flipped classroom learning model the results are ($\alpha = 62.48$), while the group of students in the low learning interest category using the station rotation learning model has a result of ($\alpha = 62.48$). =71.82). Thus, it can be concluded that the learning outcomes of students who have low interest in learning get social studies learning outcomes which tend to be better with the treatment of the station rotation learning model compared to students who are taught with the flipped classroom learning model.

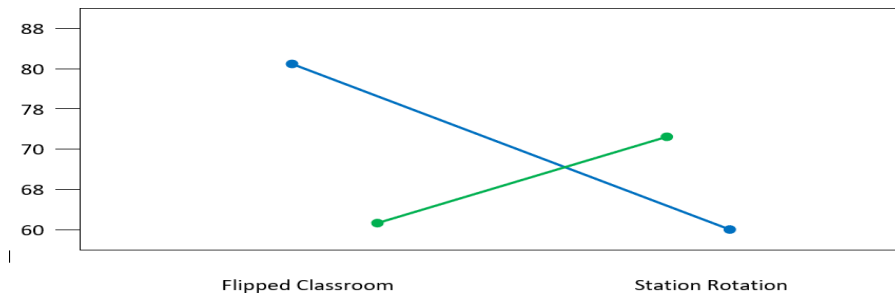
e. The Effect of Interaction Between Learning Models and Learning Interests on Students' Learning Outcomes in Social Studies Learning

Based on the results of the Two Way ANOVA calculation, it can be explained that the fcount value is 40.62. While the ftable price for the 0.05 significance level is 3.11. Because the value of fcount is greater than ftable ($40.62 > 3.11$). Thus, it can be seen that there is an interaction between the learning model and interest in learning which has an influence on the understanding and ability of students in social studies learning.

The interaction between the learning model and interest in learning can be seen in picture 4.15

Figure 6.

The interaction between learning models (flipped classroom and station rotation) and learning interest (category of high learning interest and low learning interest) on social studies learning outcomes for class V Theme 7 Events in Life.



The results showed that there were differences in social studies learning outcomes between students who were taught using the flipped classroom learning model and the station rotation learning model. Overall, students who use the flipped classroom learning model get higher social studies learning outcomes than students who are taught using the station rotation learning model. This is because learning outcomes will increase if teachers choose the right learning model with pandemic conditions, the selection of learning models and interest in learning have an effect on a pleasant learning atmosphere during the pandemic.

The choice of learning model and interest in learning will determine maximum learning achievement. The flipped classroom learning model is a traditional class reversal model, meaning that it means reversing the atmosphere of learning in the classroom outside the home with the aim that learning continues and students can interact with material that is not understood through applications used by teachers or youtube video links. The implementation of the flipped classroom learning model is an alternative model that can be used during a pandemic because it is included in a combination or blended learning model. It is very possible to do it compared to the station rotation learning model because at this time what requires schools in Bekasi Regency to limit face-to-face learning is limited.

6. CONCLUSION

From the research results, there are differences in the learning outcomes of Social Science students who use the Flipped Classroom learning model, differences in the learning outcomes of Social Science students who use the Station Rotation learning model and differences in Social Science learning outcomes based on high learning interest and low learning interest in The Flipped Classroom learning model and the Station Rotation learning model can be concluded as follows:

- a. There are differences in social studies learning outcomes between fifth grade students who have high learning interest and low learning interest.
- b. Social studies learning outcomes of students who study using the Flipped Classroom learning model are higher than those of students who use the Station Rotation learning model.
- c. Social studies learning outcomes of students who have a high interest in learning by using the Flipped Classroom learning model are higher than students who study using the Station Rotation learning model.
- d. Social studies learning outcomes of students who have low interest in learning by using the Station Rotation learning model are higher than students who use the Flipped Classroom learning model.
- e. There is an interaction between the Flipped Classroom learning model and the Station Rotation Learning Model on students' social studies learning outcomes in terms of learning interest.

7. SUGGESTION

Based on the research results and conclusions, the following suggestions are submitted:

- a. Flipped Classroom and Station Rotation learning models can be used as alternative learning models during the pandemic to support social studies learning in elementary schools with diverse student characteristics in order to create a fun learning atmosphere and avoid learning loss.
- b. Teachers are expected to be able to innovate and be creative in creating an atmosphere of distance learning and/or limited face-to-face learning without eliminating the learning objectives, but students are not bored in receiving material in the midst of a pandemic.
- c. The flipped classroom and station rotation learning models require teachers to be more skilled in the use of information technology in the 21st century and during the current pandemic.
- d. Research on the flipped classroom and station rotation learning model is recommended to be continued with research subjects, other wider control variables, with different subjects.
- e. In researching the flipped classroom or station rotation learning model, it is best to determine which comparison model is appropriate to study which is more effective during a pandemic and when face-to-face learning is limited.
- f. Based on the findings of the research that there are still many problems and obstacles in achieving learning outcomes due to the use of inappropriate learning model is more appropriate and control variables what to wear.

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