



The Influence of the Flipped Classroom Model on Learning Biographical Text Writing Skills

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ABSTRACT

The flipped classroom model is a pedagogical approach that reverses traditional teaching by delivering instruction—often online—outside of class, while moving homework and active learning, such as discussions and collaborative projects, into the classroom. This student-centered method allows learners to study at their own pace, improves engagement, and promotes deeper. This study aims to determine the effect of the use of the flipped classroom learning model on the writing skills of biographical texts of class X students of SMA Negeri 5 Payakumbuh. This type of research is an experiment with the Quasi Experimental Design method. The research design used is Pretest-posttest Control Group Design. The population in this study were 150 class X students of SMA Negeri 5 Payakumbuh registered in the 2025/2026 academic year. The research sample used a purposive sampling technique, namely class X.E 4 experimental class totaling 38 students taught using the flipped classroom model and class X.E 2 control class totaling 37 students taught using project-based learning. The research instrument was a performance test of writing biographical texts. Data were analyzed using parametric inferential statistics, namely the independent sample t-test using SPSS. The results showed: 1) the skills of writing biographical texts taught using project-based learning in the control group only produced a mean of 11.27 which is equivalent to a standard score of 56.35 percent which is included in the low category; 2) the skill of writing biographical texts taught using the flipped classroom model in the treatment group produced a mean of 14.05 which is equivalent to a standard score of 70.25 percent which is included in the moderate category; 3) the flipped classroom model has a significant effect on learning the skill of writing biographical texts in class X of SMA Negeri 5 Payakumbuh compared to project-based learning.

Keywords: flipped classroom, biographical text, writing skills

Pengaruh Model *Flipped Classroom* terhadap Pembelajaran Keterampilan Menulis Teks Biografi

ABSTRAK

Model kelas terbalik (*flipped classroom*) adalah pendekatan pedagogis yang membalikkan pengajaran tradisional dengan memberikan instruksi, seringkali secara daring, di luar kelas, sementara pekerjaan rumah dan pembelajaran aktif, seperti diskusi dan proyek kolaboratif, dipindahkan ke dalam kelas. Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan model pembelajaran *flipped classroom* terhadap keterampilan menulis teks biografi siswa kelas X SMA Negeri 5 Payakumbuh. Jenis penelitian eksperimen dengan metode *Quasi Experimental Design*. Design penelitian yang digunakan yaitu *Pretest-posttest Control Group Design*. Populasi dalam penelitian ini adalah siswa kelas X SMA Negeri 5 Payakumbuh yang mengikuti pembelajaran keterampilan menulis teks biografi; 38 siswa kelompok kontrol dan 37 siswa kelompok eksperimen. Sampel ditetapkan 33 siswa kelompok kontrol yang diajarkan menggunakan *projectbased learning*. Kelompok eksperimen berjumlah 32 siswa yang diajarkan menggunakan model *flipped classroom*. Instrumen penelitian adalah tes unjuk kerja menulis teks biografi. Data dianalisis menggunakan statistik inferensial parametrik yakni uji t sampel independen menggunakan SPSS. Hasil penelitian menunjukkan: 1) keterampilan menulis teks biografi yang diajarkan menggunakan *projec-based learning* di kelompok kontrol hanya menghasilkan mean 11,27 yang setara dengan skor baku persen 56,35 yang termasuk kategori rendah; 2) keterampilan menulis teks biografi yang diajarkan menggunakan model *flipped classroom* di kelompok perlakuan menghasilkan mean 14,05 yang setara dengan skor baku persen 70,25 yang termasuk kategori sedang; 3) model *flipped classroom* berpengaruh signifikan dalam pembelajaran keterampilan menulis teks biografi di kelas X SMA Negeri 5 Payakumbuh dibandingkan dengan *project-based learning*.

Kata kunci: flipped classroom, keterampilan menulis, teks biografi

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INTRODUCTION

The flipped classroom model is a pedagogical approach that reverses traditional teaching by delivering instruction—often online—outside of class, while moving homework and active learning, such as discussions and collaborative projects, into the classroom. This student-centered method allows learners to study at their own pace, improves engagement, and promotes deeper.

Writing is a productive and expressive language skill. Through writing, a person can express ideas, thoughts, experiences, and feelings in meaningful and communicative written form. This aligns with the opinion of Istiqomah and Karim (2018), who argue that writing is the activity of conveying one's thoughts and knowledge into written language with the aim of conveying a specific message to the reader. Similarly, Naura (2024:44) states that writing is a high-level thinking activity that requires linguistic precision, orderly thinking, and the ability to organize ideas logically. Therefore, writing skills require not only mastery of linguistic aspects but also critical, analytical, and creative thinking skills.

One form of writing skill taught at the high school level is writing biographies. According to Naura (2024:45), a biographical text is a piece of writing that contains a person's life story, presented chronologically and aimed at providing inspiration or role models for readers. A biography not only presents the facts of a figure's life but also highlights the values of that figure's struggles, exemplary character, and contributions in a particular field. The ability to write biographical texts requires quite complex skills because students must be able to interpret the life journey of a character, organize events chronologically, and use appropriate linguistic rules, such as action verbs, time conjunctions, pronouns, and time adverbs. Mulyatiningsih in Hudhori (2023:278) states that creativity is an activity that produces results that are useful, more enjoyable, more practical, easier, smoother, encourages, develops, educates, solves problems, reduces obstacles, overcomes difficulties and produces better or more results.

However, based on the findings of Arianti et al. (2021:167), students often experience difficulty in determining topics, structuring ideas logically, and organizing information well when writing biographical texts. This condition indicates that students' writing skills are still relatively low, especially in terms of coherence between paragraphs and the accuracy of text structure. Low student motivation in writing, as well as minimal use of learning technology, also exacerbate the situation (Gea et al., 2022:97). Meanwhile, in today's digital era, students have become accustomed to using technological devices to search for information and learn independently. This requires teachers to adapt to the learning patterns of digital generation students (Marca et al., 2024:14722). This results in many students not optimally achieving their learning objectives because the learning process in the classroom is not running smoothly. Low student focus and interest in learning are caused by the learning process which is still structural, which tends to be boring. Therefore, innovation is needed in learning strategies that are relevant to the characteristics of today's students, one of which is through the implementation of the flipped classroom learning model.

What are the categories of biographical writing skills used in the control class using the project-based learning model? What are the categories of biographical writing skills used in the experimental class using the flipped classroom model? Is there a significant effect of using the flipped classroom model on learning biographical writing skills? These are the three research questions in this article.

This article has three research objectives. First, to describe the categories of biographical writing skills used in the control class using the project-based learning model. Second, to describe the categories of biographical writing skills used in the experimental class using the flipped classroom model. Third, to describe the effect of using the flipped classroom model on learning biographical writing skills.



According to Mulyoto in Ambarwati (2022:174), the flipped classroom concept allows students to learn at their own pace and access material anytime and anywhere. This helps students understand the learning content before coming to class, allowing class time to deepen their understanding through analytical and practical activities. Firdaus et al., (2021:2) add that in a flipped classroom, the teacher acts as a facilitator, guiding students in discussions, rather than simply delivering material. The advantages of the flipped classroom model include its student-centered learning, rather than teacher-centered learning. Learning using the flipped classroom model fosters student independence and active participation. Furthermore, the use of the flipped classroom model allows students to access material anytime and anywhere.

The implementation of the flipped classroom learning model has been proven effective in improving student learning outcomes and motivation in various fields. Research by Muzaqi et al., (2023:166) also revealed that the flipped classroom learning model can significantly improve biographical writing skills. Furthermore, Hediani (2024:253) emphasized that this model not only improves learning outcomes but also fosters independent, responsible, and critical-thinking character in students.

METHOD

This study used a quantitative quasi-experimental approach. This approach was chosen because it aimed to determine the effect of the flipped classroom learning model on the biographical writing skills of grade X students at SMA Negeri 5 Payakumbuh, through a comparison between two treatment groups.

The design used in this study was a pretest-posttest control group design. According to Sugiyono (2010), Razak (2017), Balaka (2012), in a pretest-posttest control group design, classes are selected based on homogeneous average scores. This is done to ensure that the experimental and control groups have uniform or equivalent

characteristics in the initial stages of the study. By ensuring homogeneous group average scores, especially pretest results, researchers can compare treatment effects more validly without bias due to differences in initial ability between classes. Typically, classes are selected from a homogeneous population or groups with average scores that do not differ significantly, thus being considered balanced as control and experimental groups.

The population in this study were 10th grade students of SMA Negeri 5 Payakumbuh who participated in biographical text writing skills learning; 38 students in the control group and 37 students in the experimental group.

The sample was determined to be 33 students in the control group who were taught using project-based learning. The experimental group consisted of 32 students who were taught using the flipped classroom model. Penetapan jumlah sampel didasarkan kepada formula statistik dari Slavin (Santoso, 2023; Santoso et al., 2023; Razak, 2005). Each sample member is drawn randomly from the population group.

In this study, the sample classes were selected from two homogeneous classes, taking into account the same teacher, the number of students, similar average scores, and the facilities or infrastructure used. The sample for this study was the tenth-grade students of SMAN 5 Payakumbuh. Class X E4, which consists of 38 students, is the experimental class and Class X E2, which consists of 37 students, is the control class.

This study has two variables: the independent variable (X) and the dependent variable (Y). The influence of the flipped classroom learning model as the variable (X) and the biographical writing skills (Y).

The research implementation procedure includes several stages:

1. Planning: Developing learning tools and assessment rubrics, and determining the experimental and control classes.
2. Treatment Implementation: The treatment was administered over two sessions. The experimental class was taught using the

flipped classroom model, while the control class was taught without the flipped classroom model.

3. Posttest: After the treatment, both groups were given a biographical writing test.
4. Data Analysis: The test results were statistically analyzed using a t-test to determine the difference in mean scores between the two groups.

Before conducting the data analysis, normality and homogeneity tests were conducted to ensure that the data met the requirements for practical analysis. Next, a t-test was conducted to determine whether there was a significant difference between student learning outcomes in the two groups.

The instrument used in this study was a performance test, namely the biographical writing skills test for grade 10 students at SMAN 5 Payakumbuh. This biographical writing skills test was structured based on predetermined indicators. The structure used as assessment indicators is as follows: 1) orientasi yakni pengenalan tokoh; 2) peristiwa yakni rangkaian kejadian penting; 3) reorientasi yakni penutup; 4) keruntutan paragraf; 5) ejaan.

The data for this study are (1) the scores of the biographical writing skills test of grade 10 students at SMAN 5 Payakumbuh using the flipped classroom learning model and (2) the scores of the biographical writing skills test of grade 10 students at SMAN 5 Payakumbuh without using the flipped classroom learning model. The maximum score is 20, while the minimum score is 5. The text is scored using the rubric below:

- 1) orientation: very clear introduction of characters and background (scored 4)
- 2) orientation: clear introduction of characters and background (scored 3)
- 3) orientation: unclear introduction of characters and background (scored 2)
- 4) orientation: very unclear introduction of characters and background (scored 1)

- 5) events: very clear sequence of events (scored 4)
- 6) events: clear sequence of events (scored 3)
- 7) events: unclear sequence of events (scored 2)
- 8) events: very unclear sequence of events (scored 1)
- 9) very clearly presented closing paragraph (scored 10) clearly presented closing paragraph (scored 11) unclearly presented closing paragraph (scored 12) very unclearly presented closing paragraph (scored 13) coherence: the relationship between paragraphs is very cohesive (scored 4)
- 14) coherence: the relationship between paragraphs as a whole (scored 1) Coherent score 3
- 15) Coherence:: The relationship between paragraphs is not coherent, score 2
- 16) Coherence:: The relationship between paragraphs is very disjointed, score 1
- 17) Spelling error: < 10 words, score 4
- 18) Spelling error: 10-19 words, score 3
- 19) Spelling error: 20-29 words, score 2
- 20) Spelling error: > 29 words, score 1

RESULTS

To answer the research hypothesis stating whether the flipped classroom model has an effect on the biographical writing skills of grade 10 students at SMAN 5 Payakumbuh, a comparison was conducted between the biographical writing skills of grade 10 students at SMAN 5 Payakumbuh using the flipped classroom model and those without the flipped classroom model. For more details, see the following two tables.



Table 1
 Descriptive Statistics of Biography Writing Skills Scores in the Control Group

| | |
|----------------|-------|
| N | 33 |
| Mean | 10,51 |
| Percent | 52,57 |
| Category | low |
| Median | 10,00 |
| Mode | 10 |
| Std. Deviation | 1,634 |
| Variance | 2,669 |
| Minimum | 7 |
| Maximum | 13 |

The mean score for biography writing skills in the project-based learning model in the control group was only 10.51, equivalent to a standard score of 52.57. This standard score is considered low.

Other descriptive statistics include a minimum score of 7, a maximum score of 13, and a standard deviation of 1.634, with a median of 10.

Table 2
 Descriptive Statistics of Biography Writing Skills Scores in the Treatment Group

| | |
|----------------|--------|
| N | 32 |
| Mean | 14,26 |
| Percent | 71,30 |
| Category | middle |
| Median | 14 |
| Mode | 1,358 |
| Std. Deviation | 1,844 |
| Variance | 3,40 |
| Minimum | 12 |
| Maximum | 17 |

The mean score for biographical writing skills in the treatment class, which used the flipped classroom model in grade 10 of SMA Negeri 5 Payakumbuh, reached 14.26, equivalent to a standard score of 71.30. This standard score falls into the moderate category.

Other descriptive statistics include a minimum score of 12, a maximum score of 17, and a standard deviation of 1.844, with a median of 14.

First, for the control group, the Shapiro-Wilk statistic was 0.929 with a sig. of 0.056. A sig. of $0.056 > 0.005$, thus accepting H_0 . Second, for the treatment group, the Shapiro-Wilk statistic was 0.938 with a sig. of 0.084. A sig. of $0.084 > 0.005$, thus accepting H_0 . Thus, the biographical writing skills data for the control and treatment groups were normally distributed.

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|------------|---------------------------------|----|-------|--------------|----|-------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| control | 0,195 | 33 | 0,002 | 0,929 | 35 | 0,056 |
| experiment | 0,175 | 32 | 0,008 | 0,938 | 35 | 0,084 |

a. Lilliefors Significance Correction

Figure 1
 SPSS Screenshot of Normality Test Results for Biography Writing Skills Data for the Control and Experimental Groups

Referring to Figure 2, the biography writing skills data for both the control and treatment groups were equally homogeneous. For the control group, the Levene statistic was 3.262 with a significance value of 0.067. For the treatment group, the Levene statistic was 3.357 with a significance value of 0.093. Therefore, H_0 is accepted because significance value is > 0.05 .

| Test of Homogeneity of Variances | | | | | |
|----------------------------------|---------------|------------------|-----|-----|-------|
| Group | | Levene Statistic | df1 | df2 | Sig. |
| Control | Based on Mean | 3,262 | 5 | 29 | 0,067 |
| Experiment | Based on Mean | 3,357 | 5 | 29 | 0,093 |

Figure 2
SPSS Screenshot of Data Homogeneity Test Results for the Control and Treatment Groups

The independent sample t-value is -8.212 at $df = 63$ and sig. 0.000 (Figure 3). Therefore, sig. $0.000 < 0.05$, so H_0 is rejected.

| Independent-Samples Statistics | | | | |
|--------------------------------|-------|----|----------------|-----------------|
| | Mean | N | Std. Deviation | Std. Error Mean |
| control | 11,27 | 33 | 1,719 | 0,299 |
| experiment | 14,05 | 32 | 1,136 | 0,201 |

Figure 3
SPSS Screenshot of Independent Sample Test Results

The interpretation of the calculation results above indicates that the control group's mean biographical writing skill score of 11.27 is significantly different from the treatment group's mean score of 14.05, which is the score for learning biographical writing skills using the flipped classroom model (Figure 4). In other words, the implementation of the flipped classroom model significantly impacted the learning of biographical writing skills for 10th-grade students at SMA Negeri 5 Payakumbuh.

| Independent Samples Test | | | | |
|-----------------------------|--------|--------|-----------------|-----------------|
| | t | df | Sig. (2-tailed) | Mean Difference |
| Equal variances assumed | -8,212 | 63 | 0,000 | -2,977 |
| Equal variances not assumed | -8,262 | 55,660 | 0,000 | -2,977 |

Figure 4
Screenshot of Independent Sample Statistics

DISCUSSION

The flipped classroom model is a pedagogical approach that reverses traditional teaching by providing instruction, often online, outside of the classroom, while homework and active learning, such as discussions and collaborative projects, are moved into the classroom. This student-centered method allows students to learn at their own pace, increasing engagement and fostering deeper understanding.

This situation meant that the sample members had relatively more time because they received online materials outside of class. These materials were validated in class by the teacher. This is believed to be the reason for the higher learning outcomes compared to those using project-based learning. Studies (Sudjalil et al., 2022; Rahman et al., 2021; Nurjaya & Yasa, 2022) state that online learning outside of the classroom is more effective than learning limited to a specific time period in the classroom.

The online learning focus of the flipped classroom model is based on a domino effect. This effect is related to learning motivation. Students are believed to be motivated to learn due to the use of specific links facilitated in advance by either their peers or their teachers. Several scientific articles mention the role of learning motivation, as written by (Florina & Atmazaki, 2023; Putri & Ramadhan, 2022; Adeninawaty et al., 2018; Publik, 2026).

Project-based learning dalam penelitian ini tidak sebaik dengan model flipped classroom dalam pembelajaran keterampilan menulis teks biografi. Padahal beberapa artikel memperlihatkan bahwa project-based learning berpengaruh signifikan terhadap pembelajaran (Isna et al., 2026; Arwen et al., 2026).

CONCLUSION

First, the biographical writing skills taught using project-based learning in 10th-grade students at SMA Negeri 5 Payakumbuh only yielded a mean standard score of 52.45 percent. This mean standard score is considered low.



Second, the biographical writing skills taught using the flipped classroom model in 10th-grade students at SMA Negeri 5 Payakumbuh yielded a mean standard score of 71.29 percent. This mean standard score is considered moderate.

Third, the flipped classroom model significantly influenced the learning of biographical writing skills for 10th-grade students at SMA Negeri 5 Payakumbuh.

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