

THE EFFECT OF FLIPPED CLASSROOM TEACHING STRATEGY ON MOTIVATION TOWARDS LEARNING IN INTERMEDIATE SCHOOLS

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***ABSTRACT:** This research aims to identify the effect of teaching Computer Science using flipped classroom teaching strategy on motivation towards learning in Intermediate schools. The research used semi-experimental methodology to measure the independent variable (teaching technique) on the dependent variable (motivation toward learning). The population includes all 7th grade students studying the second term of (1436-1437 AH.). The sample consisted of (25) 7th grade students studying at Alrowad School, divided into two groups: experimental group consisted of (13) female students, while the control group consisted of (12) female students. The research tool was the Motivated Strategies for Learning Questionnaire (MSLQ). After analyzing the collected data for the two groups with statistic techniques, the result shows that: there is statistically significant differences at ($\alpha \geq 0.05$) between the means of students' degrees of the two groups (control and experimental) when applying the MSLQ in favor of the experimental group. Consequently, the research shows positive effect of teaching Computer in Intermediate schools using flipped classroom strategy in improving the motivation towards learning among female students. This research recommends developing materials for computer units to support using flipped classroom strategy in Intermediate schools,*

***KEYWORDS:** Teaching and Learning, Flipped Classrooms, Motivation to Learning, Intermediate schools.*