

# Students' Acceptance on Flipped Classroom During the Pandemic

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## Abstract

This study aims to reveal the student's acceptance on the Flipped Classroom during the pandemic in STBA LIA Jakarta. Due to the pandemic situation, this study employs descriptive survey with electronic form as the tool to gather the data from the respondents. The researcher achieved the results by analyzing the answers of the respondent in the questionnaires. The results showed that the implementation of the flipped classroom during the pandemic helped most of the students to survive in their learning when they were force to study online during the pandemic. However, the students were not able to enhance their skills in the practice. The results are useful for the lecturers to develop more flipped classroom activities that enable the students to develop their English skills. During the pandemic, the use of the technology with the flipped classroom approach made the students survive in their learning. Hence, an action class research is needed to invent more effective activities in the flipped classroom.

Keywords: Pandemic, flipped classroom, student's acceptance, online class, online learning

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## Abstrak

*Penelitian ini bertujuan untuk mengetahui penerimaan mahasiswa terhadap Flipped Classroom saat terjadi pandemi di STBA LIA Jakarta. Karena situasi pandemic, penelitian ini menggunakan survei deskriptif dengan formulir elektronik sebagai alat untuk mengumpulkan data dari responden. Peneliti memperoleh hasil dari menganalisa jawaban dari responden di kuesioner. Hasil penelitian menunjukkan bahwa penerapan flipped classroom selama pandemi membantu sebagian besar siswa bertahan dalam pembelajaran mereka ketika mereka dipaksa untuk belajar online selama pandemi. Namun, para siswa tidak dapat meningkatkan keterampilan mereka. Penelitian ini berguna bagi para dosen untuk mengembangkan kegiatan kelas yang lebih baik sehingga mahasiswa dapat mengembangkan kemampuan bahasa Inggrisnya walau belajar secara online. Untuk penelitian lebih lanjut direkomendasikan untuk membuat penelitian kelas tindakan akan diperlukan untuk menemukan kegiatan yang lebih efektif di Flipped Classroom.*

*Kata kunci : Pandemi, flipped classroom, penerimaan siswa, kelas daring, pembelajaran daring*

## BACKGROUND

Flipped classroom has been one of the learning options for the past recent years but during the pandemic in Indonesia, it has become the main option for online learning. This is a phenomenology qualitative research in which the researcher attempted to understand how one or more individuals experienced the phenomenon. During the pandemic, the students are not prepared to study online but they are forced to do it anyway. This led to many problems; financial aspects, mental and learning motivation. The lecturers were not prepared as well to conduct flipped classroom for the online classes. This made the lecturers panic preparing teaching materials since they were forced to use the technology to deliver the lessons.

The implementation of the flipped classroom has been an alternative of teaching delivery during the pandemic. Edmodo, Google Classroom, Moodle, Schoology are among the supporting applications used to facilitate the implementation. Lage, Platt and Treglia (2000 in Jenny and Aicha, 2017) defined flipped learning as presenting tasks to students as the prior introduction to new content, although the narrower sense of flipped classroom is the use of technology, such as videos or audios, to transmit information outside the class.

The foundation of flipped classroom is to flip the conventional teaching style of a classroom-based course. Activities that conventionally take place as homework in the classroom, are restructured and rescheduled to take place at hours when the class meets face to face (F2F). The flipped classroom brings forward teacher-created resources to feature instructions of new concepts or information beyond the planned class time. As an exchange, teacher-student time for further creative efforts in the classroom are extended (Mehring, 2017)

Similar research has been done since the Flipped Classroom appeared in 1999. the two most recent studies are in 2019, one was published in American Educational Research Association (AERA) authored by Torstein Lag and Ranveig Grom Saele from the University of Norway, the studied about: Does the Flipped Classroom Improve Student Learning and Satisfaction? A Systematic Review and Meta-Analysis. In this research, the researcher pointed out that a flipped classroom may work well in some situations and be less effective in others. The researcher then recommended a further research on the flipped classroom activities after some few years run. The

other similar research was by Sandeep Bansal and friends in January 2020. Their research was about the effects of a flipped classroom approach on learning outcomes of higher and lower performing medical students; a new insight. Those two studies and some other similar studies have given insight to the researcher to do this study during the pandemic time in Indonesia.

The implementation of flipped classroom in the outbreak of COVID-19 was not the first choice for lecturers to deliver their teaching. Yet, it has been the solution to sustain teaching-learning process in every level of any educational institution. The use of technology in its implementation has put this recent research into studies on the technology adoption for higher education. The aim is to survey how the students of a private university in Jakarta accept the flipped classroom implementation during the pandemic. This research will result in a better understanding of the students' attitude towards the implementation and more effective implementation in the post pandemic.

According to Lee and Marthin (2019) Flipped classroom is actually one of blended teaching strategies integrating both face-to-face learning in the class through group discussion and distance learning outside the class by watching asynchronous video lessons and online collaboration. Furthermore, as they cited from Lage et al. (2000), flipped classroom is also an inverted learning which means that the learning which was formerly taken place inside the classroom is now outside the classroom. The other definition was given by Samarraie, Shamsuddin and Alzahrani (2019) "flipped classroom is where students are provided with video/digital media lessons before class to gain first exposure to the learning materials. In addition, students involved in the flipped classroom process must have had an opportunity to complete assignments/quizzes before or at the start of class. At the end, instructors must guide and provide answers to students' questions through in-class sessions, as well as allowing them to collaborate with each other to practice and apply the learning materials received prior to the class." However, if we go back again to the advent of flipped classroom, after Lage et al. in 2000 discussed about flipped classroom, it actually became more popular after Bergman and Sams (2012) promoted it through their publications, lectures and seminars. They claimed that students will learn better when they learn with peers or in another term cooperative and active learning. It is in contrast to the traditional way of learning

which is individually. For a clearer picture, the following is the comparison between the traditional teaching approach and the flipped learning approach (Zainuddin & halili, 2016).

## **LITERATURE REVIEW**

The emerge of the technology in learning is considered as the advent of the flipped classroom. (Zainuddin and Halili,2016). It is because, the implementation of the flipped classroom originally was through learning videos. Sams and Bergmen (2012) argued that the factors which encouraged the implementation of the flipped classroom are the popularity of online videos, other materials and the poor learning outcomes from traditional classrooms. Nevertheless, according to Hartiyani et al (2019), it could be any materials in digital format today. This following review will discuss the flipped classroom activities, pre-class activities and in-class activities. The advantages and disadvantages are also discussed on the students can accept both sides.

### **Flipped Classroom Activities**

Flipped classroom constitutes of two components, which are pre-class activities and in-class activities. In the pre-class activities are provided videos and any other materials in digital format before the face- to- face class. The students are assigned to watch the videos and study the materials and continue the learning in the in-class activities which is also designed related to the pre-class activities.

In point of fact, there is no one formula for flipping a class, the number or the form of flipping can be designed according to the needs and the condition of the course. For instance, the teachers can integrate a 5-10-minute hands-on learning activity into a class period and consequently lectures for 5-10 minutes less or the teacher can also design a course in which the content is delivered completely through video segments, pre-class reading, and exercises, while class time is used entirely for group work activities (Cornell University,2020)

### **Pre-class Activities**

Hartiyani et al (2010) discussed in Flipped Classroom in Practice that in the actual in the pre-class activities, the teacher uses media to provide online activities such as screencasts, video and

audio recordings, development of rapid e-learning, narrated lectures, etc. The purpose is to facilitate the students a self-directed learning so the students will be able to study in their own-pace

Students will utilize the content to engage in self-directed learning to prepare themselves for in-class activities. Additionally, teachers must be available in communication with students while online in order to monitor student enquiries, student activities, provide feedback, etc. Here, the teacher's online role requires a good skill in technology to be able to develop the supporting learning material, to adjust the materials and to make it available to students. On the other side, the students must be able to access and absorb the information contained in the series of learning which have been developed by the teachers and also to facilitate self-directed learning at their own pace. The learning opportunities that the students can achieve here such as: active learning for the students are allowed to apply in class where they can ask peers or their teachers for feedback and clarification. The other one is the collaborative learning, because there will be number of activities students can work in team with peers to work on small problems. Additionally, the discussions give opportunity to articulate their thoughts to develop their arguments in support their opinions.

### **In-Class Activities**

Adapted from Barkley.E. F., Cross, K. P., & Major, C.H.(2005) that in-class activities, the role of the teacher here is to lead the in-class experiential learning, collaborative and apprenticeship activities. The teacher must assure that the students receive practical and appropriate guidance to correctly meet the module aims and learning outcomes. The students' role in actual in-class activities is to take part in the series of the learning, in the discussion and other implementation of the related learning since the purpose of the pre-class activities is to prepare the students to be active in the in-class learning. The role of the teachers in in-class learning is only to monitor, guide and support the learning process of the students. Since the students have studied by themselves, the students will have varied levels of understanding and comprehension after completing the pre-class activities. Therefore, the students will be approached in two ways: individual and group. Individual activities gives advantages to students who have slow pace and

low comprehension. While in group activities, the students will share their knowledge to each other. In this way, each student will get more understanding from others.

### **The Advantages of Flipped Classroom**

Arnold-Garza (2014) argued the advantages of flipped classroom as follows:

1. **Efficient use of class time** - Lecture content, in the form of videos of manageable length, can be provided outside of the classroom. Shorter videos have the benefit of distilling a given topic, and topics can be broken up into subtopics. As this happens, traditional passive learning takes place outside of the classroom, and class time can be freed up to increase meaningful engagement with the students. Faculty members have more time to interact with students clarify learning point, and additional learning objectives can be incorporated, as can active learning.
2. **Active learning opportunities** - When the traditionally passive lecture component is taken out of the classroom, the classroom has the potential to turn into a workshop that incorporates and focuses on active, hands on learning. This approach becomes a core component rather than a supplement to the lecture.
3. **Increased one-on-one opportunities** - Class time freed up of lectures allows for increased faculty to student, and student to student interactions. There is also more time for extended classroom discussion and exercises. This allows students to engage with concepts, learning materials, and peers in the classroom. Thus, increased student support is an implicit result of the Flipped Classroom.
4. **Student accountability for learning** - Students are charged with coming prepared to class, and as such, their own responsibility and accountability for their own learning is increased. This also allows the student to direct their own learning.
5. **Addressing multiple learning styles** - The Flipped Classroom support diversity in student learning, and allows students additional time an access for reviewing materials, if necessary. In addition to the lecture, students may reflect on materials through questions and discussion with the faculty member who functions as a facilitator. They also learn by working with peers to solve

problems, and by demonstrating and arguing their own solutions, class experimentation and work.

### **The Disadvantages of the Flipped Classroom**

Besides the advantages, Benjel and Tucker (2017) in the ACRL paper points out that as with any instructional approach, there are inherent challenges involved with flipping a class. These include the following:

1. As with most things, faculty buy-in is one of the most important factors around a flipped workshop's success. One of the reasons for this is that faculty members are the ones that persuade or require students to watch the online videos or complete the online activities before the class comes into the library. If the faculty member is not on board, then there is a good chance that the students will be unprepared.
2. Instructors also must make sure that the students understand the expectations and have access to the necessary technology to succeed within the flipped model.
3. Additionally, it can be time consuming and tedious to create the instructional videos or materials for a flipped class. ACRL recommends that librarians should first look for existing materials, but often the librarian will need to create supporting materials to accommodate specific aspects of the class that is being supported. Thus, librarians involved with flipped classes must budget time to prepare materials to be used outside of class time. In addition to this prep work, the librarian will also have to guide students as they apply knowledge in the classroom, and also must provide feedback during the workshop.

Allen (2014) offers additional critiques of the flipped classroom. These include the following:

1. The flipped classroom still relies on ineffectual lecturing and can isolate ESL learners and students lacking computer access.
2. It offers no chance for scaffolding or independent problem solving

3. Students may initially resist new approach, and it is naïve to assume that students will take responsibility for their own learning.
4. It is not a seamless transition for librarians either, and the switch from the sage on the stage to the guide on the side can be messy and chaotic.

Arnold-Garza (2014) also pointed out some challenges to the flipped environment as well, including:

1. Coordination with faculty member is necessary in order to assign pre-work to a class
2. Librarians or those producing videos will have to learn new technology
3. The self-paced nature of flipped classrooms, especially the component carried out outside of the traditional classroom, also poses a potential disadvantage for students who cannot work that way.
4. There is also a chance that not all students might have equal access to technological resources.

## METHOD

This study employs descriptive survey which means a study to attempt an establishment of the range and distribution of some social characteristics, such as education or training, occupation, and location, and to discover how these characteristics may be related to certain behavior patterns or attitudes (Marylin,1981). By which, in this study the researcher attempted to measure the student's acceptance on the flipped classroom during pandemic time.

The respondents to this survey were drawn from active students of STBA LIA, Jakarta who took courses during pandemic in the first semester of academic year 2020. The samples share characteristics in common such as English major students, the age is averagely from 18-24 years old. Below is the demographic of the respondents:

Table 1.....

	<b>Percent (%)</b>



<b>Age</b>	18-20 years old	40
	21–23 years old	55
	>24 years old	15
<b>Sex</b>	Male	20.5
	Female	79.5

### Procedure and Data Collection

Since the study used descriptive survey research, the data was taken from a survey result using online form. The survey questions are closed questionnaire was used because it is considered effective as respondents can immediately put a check mark in the provided column. The questionnaires consisted of ten closed questions and nine pairs of linear scale questions. The link of the questionnaires form was shared on social media WhatsApp to 50 students. The survey form was opened from 20 November 2020 to 25 November 2020. After the due date, there were 30 students returned the online form.

While analyzing the data, the researcher utilized the qualitative method. According to Denzin and Lincoln (1994) Qualitative research is multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. The technique used was a questionnaire, according to Dewa Ktut Sukardi (1983), the notion of a questionnaire is a data collection technique carried out on a research method without having to meet with the respondents directly.

The researcher used google form to provide a relatively inexpensive, fast and efficient way to obtain large amounts of information from large numbers of people. Data can be collected relatively quickly because the researcher does not need to be present when the questionnaire is filled out.

Data collected from 50 students via google form with ten closed questions and nine pairs of scale linear questions. The questionnaires sheet is as below:

No.		Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Pre-class activities in this course (e.g. reading, lecture videos, quizzes, workbook):					
1.	Were helpful to my learning				
2.	Motivated me to learn more				
3.	Enabled me to learn at my own pace				
4.	Prepared me for in-class activities				
The in-class sessions helped me:					
5.	Clarify what I had learned in pre-class activities				
6.	Apply what I had learned in pre-class activities				
7.	Develop problem-solving skills				
8.	Improve my group work skills				
9.	Develop better learning and study skills				
10.	Improve my communication skills				

If I could choose, I would like:					
	1	2	3	4	
Lectures delivered live and in person only					Lectures available online only
In-class activities to deal with teaching new content					In-class activities to deal with practical and applied problems
The first time I learn about content to happen in-class					The first time I learn about content to happen at home before class
To avoid technology in my learning					To use technology to assist my learning
To be quizzed on content only after it has been discussed in class					To be quizzed at the beginning of class on content available before class
To learn everything I have to learn in class					To have required learning before I go to class
To not participate in class but only listen					To be active and collaborate with other students in class
Readings, videos, and/or other pre-class activities to be optional					Readings, videos, and/or other pre-class activities to be required
To have new content delivered in lectures and laboratories/ tutorials with more practical exercises assigned to outside of class (e.g. in assignments).					To have materials (pre-recorded lectures, readings) available prior to class and have in-class activities be practical and focus on problem solving.

## RESULT AND DISCUSSION

Subjects of the study included students of STBA LIA who engaged with online learning during pandemic in November 2020. The researcher analyzed the data with two big categories, the pre-

class activities and the in-class sessions and the other set of scale linear questions to find out the acceptance of the students on the flipped classroom.

*Students' Attitudes Towards Pre- and In-Class Activities Of The Flipped Classroom*

**Table 2. Pre-class activities were helpful in in my learning**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Response Percent			80	16.7

**Table 3. Pre-class activities Motivated me to learn more**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Response Percent		10	73.3	16.7

**Table 4. Pre-class activities enabled me to learn at my own pace**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Response Percent		10	80	10

**Table 5. Pre-class activities prepared me for in-class activities**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Response Percent		10	76.7	13.3

**Table 6. In-class sessions clarify what I had learned in pre-class activities**

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Response Percent		20	80	

Table 7. In-class sessions helped me to apply what I had learned in pre-class activities

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Response Percent	10		83.3	

Table 8. In-class sessions helped me to develop problem-solving skills

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Response Percent			66.7	30

Table 9. In-class sessions helped me to Improve my group work skills

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Response Percent			73.3	16.7

Table 10. In-class sessions helped me to develop better learning and study skills

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>
Response Percent			80	10

### ***Students' Preference Towards the Design of The Flipped Classroom***

Student's perception towards the design of the flipped classroom as follows: only one student chose that the lectures should be only delivered by person, 21 students think it should be both in person and online and eight students preferred to be online only. In the term of in-class activities, 20 students agreed that it should be deal with practical and problem solving only eight chose

content. Further, the students who wanted to learn the content first happen in-class are 15 and learn it first at home 15 students. Technology as the heart of the flipped classroom activities was chosen by most of the students (25 students) to assist their learning. However, only 43% of the students accepted to be quizzed in the beginning of the class from the content available before class. The respondents then were asked if they choose to learn everything in the class or to have required learning before they go to the class and the result showed that more students chose to study everything in the class (21 students) then to be required learning before the class (9 students). Finally, although, the students seemly showed no objection with the pre-class activities but they prefer it would be only optional not to be required including to have new content delivered in lectures and laboratories/ tutorials with more practical exercises assigned to outside of class (e.g. in assignments).

## **Discussion**

From the 50 sample only 30 students turned in the questionnaire. The results of the present study suggest that the pre-class activities given to the students were helpful to 80% of the students who filled out the questionnaire. Those activities also enabled them to study in their own pace. In addition, 70% of the students agreed that the pre-class activities motivated them and helped them to prepare for the in-class activities. In the part of In-class activities, the students were asked if the activities during the class clarified what they have studied before to the class and 80% of the students responded positively and they can apply what they have learned in the pre-class activities during the In-class activities. However, the results showed that the flipped classroom activities cannot develop nor improve the student's skills maximally.

Overall, most of the students did not have problems with flipped classroom approach. However, they did not find it helpful to develop their skills. It is probable because they could not have any interactions during the study with other students.

In the second part of the questionnaire, the students were asked to scale their acceptance on the flipped system. Thus, the results showed that most of the students preferred lectures delivered lives and in person than the online one. The other result showed that most of the students do not mind if the content was learned first at home or just happen in class. It happened

also to be found out that a half of the students felt that the technology enhanced their learning through videos, online quizzes, etc.

In conclusions, the students during pandemic accepted the flipped classroom approach. Although, the data did not show 100% of acceptance but overall, the students can survive in their learning during the pandemic. The issue that emerged in the result is the students did not find the flipped classroom helpful in developing their communication skills. Hence, that gives reflection to the lecturers to provide more pre-class or in-class activities which will allow the students to have more interaction with the other students.

## **CONCLUSION**

Flipped Classroom as one of the blended learning approaches has been used more in recent years. Thus, many studies have proven the effectiveness of the flipped classroom to help students to get more ready learning in the class. However, there are still few studies on flipped classroom during pandemic. This study has conducted a mini research on the student's acceptance on the flipped classroom during the pandemic which happened in Indonesia since March 2020. The unpreparedness of the students and the lecturers to implement online learning was suspiciously caused the low motivation and achievement of the students. However, at the end of this study, the researcher has come to a conclusion that student's acceptance on the flipped classroom is positive and by designing more interactive lesson which promote student's activeness in practicing what they have learned will make the students more motivated and survived in their learning during the pandemic. For the further research, a class action research on flipped classroom approach can be done to invent more suitable activities in flipped classroom.

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