

Students' Experiences toward Flipped Classroom in Muslim Boarding House Setting

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Abstract. This qualitative interview study (Creswell, 2014) aims at students experience toward flipped classroom in Muslim boarding house setting. Drawing on data collected from semi-structured interviews with 4 participants enrolled in practicing the flipped classroom method at one of private vocational school in the eastern of java, Indonesia, the result of the thematic analysis (Braun & Clarke, 2006) showcased that positively influences the participants felt comfortable, The students perceived flipped classroom as a student-centered, enjoyment, subsequent confidence in the material. Therefore, they recommend this learning model to be incorporated into their classes in the future as a substitute that can increase student interaction and collaboration to learn all the material with available facilities (such as books in the library) and limited use of technology (internet access). Finally, we drew conclusions, limitations, discussing practical implications and recommendations.

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INTRODUCTION

The flipped classroom is an inverted learning model that requires students to study independently at home and use their own knowledge to find solutions to each existing problem by discussing with friends or with the teacher, so that students can gain new knowledge. The concept of a flipped classroom is that activities usually carried out during the learning process are now carried out at home, and conversely, activities normally carried out at home (known as homework) are now carried out during the learning process. (Abeysekera & Dawson, 2014). This flipped classroom model is believed to be suitable for use in foreign language learning such as in English lessons, it needs to be practiced as much as possible in language classes. (Silva & Brice, 2004).

Islamic boarding schools are traditional educational institutions that originate from habits that have long been used in Islamic boarding schools. Flipped classroom learning plans are dynamic learning that require students to carry out pre-class learning exercises in planning face-to-face sessions. Timely, regular, and productive student engagement in pre-class activities is considered critical to the success of the overall flipped classroom design, as these activities serve to prepare students to participate effectively in face-to-face sessions. (Fakhruddin & Saepudin, 2018).

The flipped classroom model is effective for preparing students before studying in class. With this activity we can minimize the amount of direct instruction in teaching practice while maximizing interaction with each other. Flipped classroom is a learning model for a new learning environment and way of teaching. In implementing the flipped classroom learning model, students have the opportunity to ask questions and solve problems properly because learning activities are mostly carried out with teachers and classmates (Bergmann & Sams, 2012; Lee & Wallace, 2018).

METHODS

This interview study (Creswell, 2014) aims to find out students' experiences of the flipped classroom. Interview studies are interactions built between interviewers and sources (Creswell, 2014). Through these conversations, we can get to know other people by sharing experiences, feelings and hopes. The reason for choosing this research design was to find out students' experiences of the flipped classroom in an Islamic boarding house setting.

We used purposive sampling to recruit the participant this study (Jupp, 2015). The participants were 4 students, consisting of 2 female and 2 male students. The selection of participants is based on the following criteria; students who are only in grade 10, students who are active in teaching and learning activities in class, and students who are quite accomplished. There are several steps to recruit the criteria of the participant 1. Students who are active in class can be seen from their daily activity in participating in learning/by their presence. 2. Students who are diligent or smart can be seen in the daily grades they get in that subject. 3. Students who have a great interest in learning English. 4. Students who are lazy but have an active interest in studying English.

Semi-structured interviews (Barkhuizen et al., 2014) were used in this study to collect. Participants were answering the interview as following: 1. what do you know about flipped classrooms? 2. Do you think the flipped classroom is effective in learning activities? 3. What do you think about using the flipped classroom without using technology media? 4. What are the benefits that you get from using flipped classroom in your study activities?

We used thematic analysis (Braun & Clarke, 2006) to analysis the qualitative data. Thematic analysis is a method for identifying, analyzing and reporting patterns (themes) in data (Braun & Clarke, 2006) There are several procedures for conducting thematic analysis as

proposed by Braun and Clarke which are explained as follows: 1. Write a transcript of the interview results and read all possible results relating to the topic. 2. Create initial code the construct is easy to find and recognize. 3. Analyze the themes in the interview transcripts using

initial codes. 4. Review the themes to choose the most suitable one by comparing themes. 5. Define and name the themes. 6. Produce the report.

FINDINGS

The data explored is based on interviews with students who describe their experiences regarding the implementation of flipped classroom activities in writing classes. The researcher conducted a semi-structure interview as a deeper understanding of flipped class. When asked about explanation about flipped classrooms, three students argued that flipped classroom is reverse learning which students to study the subject matter on their own about the material that will be taught in the next class. This statement can be explained through interview excerpts as follows:

"In my opinion, flipped classroom is one of learning that requires students to learn by themselves". Interview Student 1 (female), 23 August 2023

"Flipped classroom is one of the reverse learning where students learn the material by themselves before entering class". Interview Student 2 (female), 23 August 2023

"Flipped classroom is a reverse learning model" Interview Student 3 (male), 23 August 2023

"Flipped classroom is a learning that requires us to think alone". Interview Student 4 (male), 23 August 2023

The next question is about the effectiveness of the flipped classroom model in the classroom. Student 1 (female) thinks that this method is very effective; she feels more active and has a sense of responsibility to improve the quality of her learning. According to Student 2 (female), the effectiveness of this method can make her more independent and motivate her to study harder. The same thing is also experienced by Student 3 (male), he who was originally a passive student is now becoming more active and can hone his potential. In contrast to the others, Student 4 (male) argues that this learning method is less effective, because the differences in the abilities of each student's mindset make this learning method less effective when applied to children with an average middle mindset. This statement can be explained through interview excerpts as follows:

"Yes, because I feel more active and have a sense of responsibility and I can also manage the time when I have to study, and I also know which parts I don't understand". Interview Student 1 (female), 23 August 2023

"Yes, because it can make me more independent to find out for myself about what I just learned and it makes me more enthusiastic to continue learning and exploring my abilities". Interview Student 2 (female), 23 August 2023.

"Yes, because I was basically a passive student, I became more active when I used this flipped method and I also felt very happy and made me even more active in exploring my potential". Interview Student 4 (male), 23 August 2023

" In my opinion, learning methods are less effective, because not all students are able to apply this method. Each student has a different potency this method is less effective in being applied to children who have an average middle mindset". Interview Student 4 (male), 23 August 2023

The third question is about the students' perspective about flipped classroom without technology. Student 1 (female) said that at the first time she experienced difficulties and only used books as a learning tool. Student 2 (female) argues that technology is not an obstacle in applying this method because of the unfamiliarity of using technology in Islamic boarding schools. Student 4 (male) said the application of this method was very difficult, which made him have to study extra. Likewise with Student 4 (male), he claimed that he had to find information on his own related to the material that was going to take place. This is in accordance with the following interview results:

"At first experienced difficulty, because the flipped classroom method should basically use technology but this only uses the help of certain books, finally it makes me more active to reading any books related to what I needed". Interview Student 1 (female), 23 August 2023

"I think it is easy to apply, because I am not used to using technology. So, I often read books related the material to be studied". Interview Student 2 (female), 23 August 2023

"It was difficult, because I had to study hard to read a book one by one to find the information related to learning materials". Interview Student 4 (male), 23 August 2023

"I found it difficult, because I had to find the information by myself related to the material will be held". Interview Student 4 (male), 23 August 2023

The last question is about the benefits students of using flipped classroom in learning activities. Student 1 (female) believes that she feels more confident when answering or doing assignments given by the teacher. Student 2 (female) stated that she has more time to study the material before the class is begun. Student 4 (male) argued that this method is difficult before he can adapt and try this method. Finally, he can develop motivation to study hard. Meanwhile, Student 4 (male) argued that he is able to have a sense of responsibility in the lesson and can understand material that he does not understand. This is in accordance with the following interview results:

"..... I have become more active and I am more confident in the class". Interview Student 1 (female), 13 February 2023

"..... I have time to study the learning material before the class is begins and I find it easier to understand the learning material more optimally". Interview Student 2 (female), 23 August 2023

"..... I find it a little difficult to implement the flipped classroom learning method. However, as time went on I adapted and I was able to develop my self-motivation to study hard". Interview Student 4 (male), 23 August 2023

"..... I have my own responsibility in learning activities and I can also review material explained by the teacher that I did not understand before". Interview Student 4 (male), 23 August 2023

DISCUSSION

The current study aims to investigating students' attitude and learning experience on the implementation of the flipped classroom in an Indonesian Muslim boarding house setting. Data gathering used interview. The findings indicate a beneficial experience about the use of flipped classroom into writing classroom. Based on the research results, it is known that the majority of students stated that the use of the flipped classroom in grade 10 vocational school was effective. The questions of the interview contain 5 questions regarding the explanation about flipped classrooms by the participant. The empirical data resulted from analysis on statement about the explanation of flipped classroom; all participants stated that this is reverse learning, where students are required to make their own preparations regarding the material to be taught. According to students, so far they know that they are using the flipped class method when learning takes place, and they also feel that they get advantages from the flipped class method itself. These findings are in line with previous studies (Ölmefors & Scheffel, 2021; Shotaro et al., 2018) claimed that this is reverse learning, where students are required to make their own preparations regarding the material to be taught.

The second item is the effectiveness of the flipped classroom model in the class. Three participants stated it is very effective to apply it to daily learning. It can increase students more active, has a sense of responsibility to improve the quality of learning, more independent and motivate to study harder. this finding is in line wife the previous study (Brewer & Movahedazarhouligh, 2018; chen hsieh et al., 2016; Cheng et al., 2019; Davies et al., 2013; Hung, 2015; Moranski & Kim, 2016; Turan & Akdag-Cimen, 2020) stated that the flipped classroom is very effective, scalable because it facilitates learning better than simulation-based training and the flipped classroom also has a positive effect in improving students' performance and attitudes towards courses in the teaching and learning process. According by (Ekmekci, 2017) the implementation of flipped classroom makes students more active during class activities, working in group, helping each other, and interacting with researchers. This can be used more effectively and profitably by addressing each student individually. (chen hsieh et al., 2016) stated the effectiveness of the flipped classroom to increase participants' motivation, make them more active in using idioms in class and significantly prove their idiomatic knowledge.

The third item is the implementing of a flipped classroom without using technology. The Three participants argued their difficulties to implement the flipped classroom without technology. Students are required to be more active in reading a book which is the only source used to learn the subject material. This finding is in line with earlier studies (Allam & Elyas, 2016) pure use of appropriate educational technology (minimal use of educational technology and lack of understanding about the use of educational technology such as PC) for each grade level will cause a student interest in the learning process and cause students to fill bored. Another student stated that the habit of reading book and the minimal use of technology makes fill normal to implement flipped classroom.

Qualitative studies by (Albahuoth, 2020; chen hsieh et al., 2016; Turan & Akdag-Cimen, 2020; Webb & Doman, 2019) also stated several advantages of flipped classroom. One of the benefits of flipped classroom is increases students interest. The first student stated that he had confidence when studying so he was able to overcome any obstacles that existed. This study congruent with study by (Webb & Doman, 2019) this model allows students to have performance and control over their own learning, confidence and strengthens understanding. The second student believes that when implementing the flipped classroom, they feel comfortable so they have lots of time to study the material that will be covered. According by (Turan & Akdag-Cimen, 2020) Students have a higher chance of developing independence when they take responsibility for learning course content before coming to class. The third student stated that the difficulties at first to implement the flipped classroom, after learning and adapting he felt easy to apply and could motivate himself to study better. According by (Albahuoth, 2020; chen hsieh et al., 2016) the potential benefits can be to motivate students and give them more time to process grammar effectively. The fourth student claimed that he felt more active and increases the student interest and can better understand the lesson material that will be given by the teacher. A study (Albahuoth, 2020) reported that he potential of the flipped classroom creates an effective connection between students work at home and school thereby improving student performance.

The implementation of the flipped classroom makes students have good performance and control, be confident and strengthen understanding. Increasing students' interest in each material being studied, is very effective because it makes learning easier and makes them feel comfortable, as well as having lots of time to study the material that will be discussed. Based on the results of this research, it can be seen that the implementation of the flipped classroom model is effective in improving student learning outcomes in one of the 10th grade vocational high schools in English subjects. The implementation of the flipped classroom makes study time in class more efficient because the time that was previously used to explain the material is diverted to practical activities so that in class students do more repetition of material they don't understand. In addition, the flipped classroom model makes students better prepared to learn in class. However, the researcher only applied the flipped classroom in one class, so the implication of this research is that the flipped classroom model cannot yet be generalized.

CONCLUSIONS

The present study investigates students' experience toward flipped classroom at a private Islamic boarding school in Jember, Indonesia. Based on analysis of data resulting from a series of interviews, it was revealed that the flipped classroom has been recognized as a learning model. The results of data analysis found that students had a beneficial view of the flipped classroom used in the learning model. The students perceived flipped classroom as a student-centered, positively influences students' performance with respect to perceived comfort, enjoyment, subsequent confidence in the material.

Flipped classroom is also very effective as a learning model in writing class. The implementation of a flipped classroom helps students and teachers, especially students who have to study all the material with the available facilities (such as books in the library) and limited use of technology (internet access). This increase in student interaction and collaboration shows how students apply the flipped classroom individually or in discussions with their classmates and teachers. Students can choose their own learning style in terms of comfort, time, and place. In this case they also maximize their efforts to carry out tasks and complete their best work.

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