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# Exploring Faculty's Perception on the Implementation of Flipped Classroom Approach in Higher Education in Indonesia

Gufron[1], Tatu Zakiyatun Nufus[2]
[1]*Universitas Pradita, Indonesia*
[2]*Universitas Islam Negeri Jakarta*
[1]*Corresponding Author: Gufron*[1]

**ABSTRACT:-**
**Introduction:** The Flipped Classroom (FC) model has emerged as an innovative pedagogical approach in higher education, particularly in Indonesia, aiming to enhance student engagement and learning outcomes.
**Gap in literature or discrepancies between theories and practices:** Despite its potential, challenges such as student reluctance to complete pre-class assignments, varying learning paces, and the need for tailored instructional strategies hinder its effective implementation.
**Purpose of study:** This study explores faculty perceptions of the FC model in Indonesian higher education, focusing on its effectiveness, impact on student engagement, and implementation challenges.
**Method:** A qualitative research design was employed, with data collected through semi-structured interviews with faculty members experienced in implementing the FC model. Thematic analysis was used to identify key patterns in their responses.
**Main findings:** Faculty perceived the FC model as effective in fostering an interactive and student-centered learning environment, with pre-class preparation significantly enhancing engagement. However, challenges included student adaptation to self-directed learning, inconsistent engagement with pre-class materials, and technological barriers. Faculty emphasized the importance of adaptive instructional strategies to address diverse student needs.
**Conclusion:** The study highlights the FC model's potential to transform higher education by promoting active learning, while underscoring the need for institutional support, student orientation, and differentiated instruction to overcome implementation hurdles.

**Keywords**: *Flipped Classroom; faculty perceptions; student engagement; instructional strategies; higher education*

## I. INTRODUCTION

### *1.1 The Flipped Classroom (FC)*

The flipped classroom model represents an innovative shift in instructional strategy, where the traditional sequence of teaching is inverted. Rather than using class time for direct instruction through lectures, this approach encourages students to first explore new content independently outside the classroom—typically through digital resources such as videos, online modules, or interactive readings. This individual learning phase allows students to progress at their own pace and come to class prepared with foundational knowledge (Ananda & Ratri, 2024). The flipped classroom model, as described by Bishop and Verleger (2013), involves a pedagogical approach where classroom time is utilized for collaborative and interactive group learning sessions, while students engage in individual learning activities using computers outside of class. The instructional approach reverses the traditional order of learning activities. In a flipped classroom setting, students engage with learning materials—such as recorded lectures or assigned readings—on their own prior to attending class. Classroom sessions are subsequently focused on interactive, student-centered activities like group discussions, critical thinking exercises, and practical, hands-on tasks that encourage active participation and deeper understanding (Miguel, 2021). A range of tools and strategies can be employed in flipped classroom activities, including the use of smartphone apps, tablets, peer collaboration through think-pair-share exercises, and online formative assessments that offer immediate feedback on students' misconceptions or knowledge gaps. Despite these common practices, the flipped classroom model remains flexible, with no fixed structure. Educators may choose from various classroom strategies, such as administering short quizzes at the start of a session, reviewing

video content, facilitating group discussions of different sizes, assigning student-led presentations, or engaging learners in practical application projects (Onodipe & Ayadi, 2020).

The flipped classroom (FC) method offers an alternative to the conventional lecture-based teaching approach by reversing the typical learning structure. In this model, students are expected to access instructional content—such as recorded lectures—before attending class, using devices like computers, laptops, tablets, or smartphones. Once in the classroom, students engage in interactive learning tasks that focus on discussing and applying the material they previously studied. Activities traditionally assigned as homework are now integrated into in-class sessions, allowing students to collaborate and receive guidance from the instructor during the learning process (Nnenna et al., 2024).

Providing instructional videos before class allows students to study the material during their own free time, giving them flexibility in managing their learning pace. They have the option to pause, rewind, or rewatch the content based on their individual needs and level of understanding. This ability to revisit learning materials supports greater comprehension and retention. The knowledge acquired beforehand can then be extended and applied more effectively through classroom activities that promote deeper engagement and critical thinking (Dinçer & Polat, 2022).

A key feature of the flipped classroom approach is the use of online materials, often in video format, which are assigned to students to review prior to class as a form of preparatory homework. The information gained through these resources outside the classroom is later utilized in more intellectually stimulating in-class activities that encourage deeper analysis, critical thinking, and the exploration of complex ideas (Gustian et al., 2023). This instructional approach encourages students to become more engaged and to think critically, with the instructor serving primarily as a facilitator rather than delivering traditional lectures. The instructor's role is to guide, support, and monitor the learning process, ensuring that every student is actively involved. The flipped classroom model fosters a dynamic and adaptable learning environment by blending digital content—such as online videos—with face-to-face classroom interaction. It supports a learner-centered culture, where students take an active role in their education through independent online study and collaborative classroom activities (Binit et al., 2019).

Bergmann and Sams (2012) were among the early adopters of the flipped classroom model. Their initial goal was to help students who were unable to attend class keep up with the lessons. To address this, they invested $50 in software that allowed them to record their lessons and add captions, which were then uploaded online. Their intention was for students to attend at least one in-person session and use the recorded content to stay on track. Interestingly, not only did absent students show strong interest in accessing the online materials, but those who were present in class also began using the recordings to review and reinforce what they had learned. This unexpected response led the educators to rethink their classroom strategy, prompting a major shift in how they structured and utilized face-to-face learning time (Yuza & Yusuf, 2023).

When Bergmann and Sams first implemented their approach, they did not initially refer to it as the Flipped Classroom Model. They originally called it the Pre-vodcasting Model, based on their use of videos shared with students in the form of podcasts. However, after producing and distributing several video lessons, they realized that many educators lacked the technical skills to replicate their method. As they continued refining their approach, they experimented with different names and briefly considered "Reverse Instruction," though they ultimately found it unsuitable and used it only sparingly. It wasn’t until 2010, when they came across an article by Karl Fink that used the term "Flipped Class," that they adopted this name for their method—a term that has since become widely recognized in educational discourse (Ağırman & Ercoşkun, 2022)

### *1.2 Characteristics of the Flipped Classroom*

The flipped classroom is an innovative teaching model that reverses traditional learning by delivering instructional content outside the classroom—often through videos, readings, or online modules—while using class time for interactive, student-centered activities. In learning English, this approach allows students to engage with grammar explanations, vocabulary lessons, or listening exercises at their own pace before class (Rahmah, 2024). By shifting passive content absorption to independent study, classroom time is freed up for meaningful practice, such as discussions, debates, role-plays, and collaborative writing tasks. This method promotes active learning, as students apply what they've studied in real-time with peer and teacher support, enhancing comprehension and retention (Bavishi et al., 2022).

One key characteristic of the flipped classroom in English learning is its emphasis on personalized and differentiated instruction. Since students review materials independently, they can revisit challenging concepts as needed, while teachers provide targeted assistance during class. Additionally, this model fosters greater student autonomy and accountability, as learners must prepare in advance to participate effectively. The interactive nature of in-class activities also improves speaking and communication skills, which are critical in language acquisition. Furthermore, technology plays a central role, as digital tools facilitate access to diverse resources like podcasts, videos, and quizzes, catering to different learning styles. Overall, the flipped classroom creates a dynamic, student-driven environment that enhances English proficiency through practical engagement and collaborative learning (Yaw & Agyeman, 2024).

### *1.3 Flipped Classroom Approach*

Instructors who adopt flipped learning aim to deliver class instruction and learning content as homework assignments. Meanwhile, students are tasked with watching instructional videos prepared by the instructor to prepare for class. This approach liberates class time previously spent on direct instruction. During face-to-face sessions, students engage in problem-solving, concept development, and collaborative learning under the guidance of the instructor. The flipped classroom strategy minimizes direct instruction in favor of enhanced student interaction, facilitated by technology that offers multiple online resources to support the learning process (Rohmah & Aditya, 2023).

The Flipped Classroom (FC) approach offers several advantages. One notable benefit for both teachers and students is the increased flexibility in instructional time, especially within a blended learning environment that combines face-to-face and online methods. However, this approach is not without challenges. First, video quality can be inconsistent due to variations in students' devices and internet capabilities. Second, since students watch video lectures on personal devices, they may become distracted by other online activities, such as browsing social media, watching sports, or chatting with friends, which can reduce the effectiveness of learning. Third, some students might skip the videos or fail to grasp the content, leaving them unprepared for in-class sessions. Fourth, the method demands a higher level of student creativity and initiative in comprehending the material independently. Lastly, because the video-based format limits immediate interaction, students cannot ask questions in real time when they encounter difficulties, potentially hindering their understanding (Gustian et al., 2023).

Despite its various limitations and the lack of extensive empirical evidence supporting its effectiveness, many instructors report that the flipped classroom approach can serve as a valuable teaching method across different educational levels, depending on factors such as student readiness, available resources, and time constraints. Additionally, flipped learning can support the development of procedural knowledge—the understanding of how to perform specific tasks. In this context, instructional videos demonstrating step-by-step problem-solving align with procedural learning and can encourage instructors to adopt flipped learning techniques. Furthermore, even complex procedural concepts can be effectively taught through this method, as short, structured videos allow students to follow each step easily and grasp the content more efficiently (Alyoussef, 2022).

## II. METHODOLOGY

This study employed a qualitative research design to investigate faculty perceptions of the Flipped Classroom (FC) model within Indonesian higher education institutions. The qualitative approach was selected to capture in-depth insights into instructors' experiences, challenges, and strategies when implementing the FC approach. Data collection was conducted through semi-structured interviews, which allowed for flexibility in exploring participants' perspectives while maintaining focus on key themes such as instructional effectiveness, student engagement, and implementation barriers (Mashuri et al., 2022). A purposive sampling technique was used to select faculty members with direct experience in applying the FC model, ensuring that participants could provide rich, practice-based insights. The interviews were audio-recorded, transcribed, and subsequently analyzed using thematic analysis to identify recurring patterns, common challenges, and best practices. This

methodological approach ensured a nuanced understanding of how the FC model functions in real-world educational settings.

The study specifically examined four core aspects: (1) the perceived effectiveness of the FC model in fostering interactive and student-centered learning; Faculty evaluated whether the FC model successfully shifted classroom dynamics from passive lectures to active, collaborative learning. Themes included the role of pre-class materials (e.g., videos, readings) in freeing up class time for discussions, problem-solving, and peer interaction. Participants also reflected on how the model encouraged deeper cognitive engagement compared to traditional methods. (2) its impact on student engagement and participation; instructors assessed whether students were more likely to contribute meaningfully in class when prepared with pre-class materials. Subthemes emerged, such as the variability in participation levels, the influence of accountability mechanisms (e.g., quizzes on pre-class work), and the need for structured in-class activities to sustain engagement. (3) perception and motivation; faculty shared observations about student attitudes toward the FC model, including resistance to self-directed learning and appreciation for flexible pacing. Motivational factors—such as confidence gains from mastering pre-class content or frustration with unclear expectations—were analyzed to identify best practices for sustaining student buy-in. and (4) challenges of Flipped Classroom; participants highlighted logistical, pedagogical, and cultural barriers, such as uneven student compliance with pre-class work, technological limitations, and the difficulty of designing high-quality pre-class materials. Institutional support (e.g., training, resource allocation) and differentiated instruction strategies were discussed as potential solutions.

### *2.1 Participants*

The participants in this study were English lecturers from Indonesian higher education institutions who had substantial experience implementing the Flipped Classroom (FC) method in their teaching. Purposive sampling was employed to select educators who had actively used the FC approach for at least one academic year, ensuring they could provide informed insights into its challenges and benefits. The lecturers represented diverse institutional backgrounds, including public and private universities, to capture a broad perspective on FC adoption. Their expertise ranged from teaching grammar and writing to literature and communication skills, allowing the study to explore how the FC model adapts to different sub-disciplines within English language education.

Data was collected through semi-structured interviews, which enabled participants to share detailed accounts of their pedagogical strategies, student interactions, and institutional support systems. The lecturers' experiences revealed common themes such as the importance of pre-class engagement, the role of technology, and the need for tailored instructional designs to accommodate varying student readiness levels. Their reflections highlighted both the transformative potential of FC in fostering active learning and the persistent hurdles, such as student compliance with pre-class work and technological barriers. By focusing on these educators, the study offers a practitioner-driven evaluation of the FC model's viability in English language teaching contexts.

## III. RESULTS AND DISCUSSION

### *3.1 Findings from the Interview: Lecturers' Perception towards Flipped Classroom*

In the faculty's analysis, using thematic coding with Atlas.ti, four main themes emerged: the efficacy of the flipped classroom model, student engagement and active participation, student perceptions and motivations, and the challenges associated with implementing the flipped classroom.

### *3.2 Effectiveness of Flipped Classroom*

The flipped classroom (FC) model has garnered significant attention in the field of education (Florensio Wijaya, 2023). This innovative approach to teaching and learning shifts the traditional classroom paradigm by delivering instructional content outside of class time, typically through digital means, and utilizing in-class time for interactive, hands-on activities (Jr & Pogoy, 2023). This finding explores educators' perceptions of the FC model and its effectiveness in enhancing student learning outcomes.

The thematic analysis indicates that educators view the flipped classroom (FC) model as a highly effective instructional approach. One faculty member, referred to as Lecturer 1, emphasizes that the FC model serves as a powerful example of blended learning, offering significant promise for enhancing teaching and learning processes. This perception highlights the model's adaptability and its potential to transform traditional classroom dynamics by fostering more interactive and student-centered learning experiences.

> "FC (Flipped Classroom) is one of the blended learning models that has great potential to be implemented in education".

This perspective is further reinforced by Lecturer 5, who emphasizes the flipped classroom (FC) model's strong capacity to foster active student engagement during in-class activities. According to their

observation, students who arrive well-prepared—having already interacted with the course material before class—are more likely to participate actively, ask insightful questions, and collaborate effectively with peers. This aligns with the broader theme of effectiveness identified in the analysis, suggesting that the FC model enhances the depth and quality of classroom interactions. By shifting the initial content delivery to pre-class learning, instructors can use face-to-face sessions more strategically for applied learning, critical thinking, and problem-solving tasks. Consequently, this approach leads to a more meaningful and enriched educational experience for both students and educators. The FC model not only encourages student readiness but also cultivates a more vibrant and participatory classroom atmosphere, where learners are motivated to interact, collaborate, and contribute meaningfully to discussions and activities.

> "I find the flipped classroom model highly effective in engaging students during classroom activities".

However, the effectiveness of the flipped classroom (FC) model largely depends on the instructional strategies employed during its implementation. As highlighted by Lecturer 4, successful adoption of the FC approach necessitates carefully designed strategies that are responsive to the varying needs, learning styles, and academic backgrounds of diverse student groups. This suggests that a one-size-fits-all method may not be effective; instead, instructors must thoughtfully adapt their teaching techniques and support systems to ensure that all students can benefit from the flipped learning environment.

> "Therefore, the implementation of FC must be accompanied by appropriate strategies that are compatible with the different types of students".

The thematic analysis underscores the strong perception among educators that the flipped classroom (FC) model is highly effective. Positive evaluations from respondents highlight the model's potential to enhance educational experiences through increased student engagement and interactive classroom sessions. This aligns with previous research explaining the benefits of the FC model in fostering active learning and improving student performance (Vo, 2022). However, the analysis also reveals that the successful implementation of the FC model relies on the application of tailored strategies to address the diverse needs of students, echoing findings from earlier studies that emphasize the importance of adaptive instructional methods (Melliti, 2023). Therefore, although the flipped classroom (FC) model offers significant potential to enhance educational outcomes, its success is closely tied to the deliberate and flexible use of appropriate instructional strategies. As supported by a growing body of educational research, the FC model is not inherently effective on its own; rather, its impact depends on how well educators adapt the approach to suit their specific classroom contexts, student needs, and learning objectives. Thoughtful planning, continuous evaluation, and a willingness to modify strategies are essential to fully realize the benefits of flipped learning.

### *3.3 Student Engagement and Participation*

In contemporary education, student engagement and active participation play a vital role in the effective application of innovative instructional models. The flipped classroom approach, which requires students to explore learning materials before attending class, fundamentally relies on these components (Hoshang et al., 2021). By fostering a proactive learning attitude, this model helps ensure that students come to class well-prepared and able to take part in thoughtful discussions and collaborative activities, a point underscored by Lecturer 5.

> "By having students review materials beforehand they come to class prepared and ready to participate actively in discussions and activities".

Pre-class preparation plays a key role in promoting active student participation. Furthermore, Lecturer 2 highlights the effectiveness of incorporating project-based tasks within the flipped classroom (FC) framework, noting that such practical, hands-on activities significantly boost student involvement. As she states, "Project-based activities are very suitable in my class," emphasizing how experiential learning strategies can enhance engagement in the FC setting.

These insights highlight that the flipped classroom (FC) model not only equips students with better preparation but also fosters greater active involvement, transforming the learning environment into a more collaborative and participatory space. Complementing this view, Lecturer 4 emphasizes that genuine engagement arises when students take the initiative to study course materials independently before class. This self-directed learning process is essential for cultivating deeper comprehension and enhancing active participation during in-class activities, as it allows students to contribute more meaningfully to discussions and collaborative tasks.

> "Engagement occurs when students study the materials independently, not just when learning in class".

The analysis underscores that student engagement and participation are fundamental to the effectiveness of the flipped classroom (FC) model. This finding is consistent with prior studies, such as those by

Meyliana et al. (2022), which emphasize that active involvement and learner interaction are essential components for the success of innovative instructional strategies.

The flipped classroom (FC) model promotes student readiness by encouraging learners to review materials before class, enabling them to actively participate in discussions and classroom activities—a point emphasized by Lecturer 5. This preparatory step is essential for fostering meaningful engagement and creating a more collaborative learning atmosphere. Respondent 2 also highlights the effectiveness of project-based activities within the FC approach, emphasizing the role of practical, hands-on tasks in enhancing student involvement, in line with research advocating experiential learning (Han & Røkenes, 2020). Additionally, Respondent 4 points out that true engagement stems from students taking initiative in independently studying course content, reinforcing the importance of self-directed learning in achieving deeper comprehension and richer classroom participation. Collectively, these perspectives demonstrate that the FC model not only improves student preparation but also cultivates active and autonomous learning habits, contributing to a more interactive and student-centered educational experience.

### *3.4 Student Perception and Motivation*

Students' perceptions are a critical determinant of both the effectiveness and the widespread acceptance of the flipped classroom (FC) model (Unal et al., 2020). Positive student attitudes toward the FC approach can significantly influence their level of engagement, motivation, and willingness to participate in the learning process. Lecturer 1 observes that, in general, students respond favorably to the flipped classroom, indicating a readiness to adapt to its learner-centered structure. This openness reflects a shift in students' expectations and learning preferences, where interactive and flexible approaches are increasingly valued over traditional lecture-based instruction. When students perceive the model as beneficial, they are more likely to take ownership of their learning, prepare in advance, and actively engage during class—factors that collectively contribute to improved academic outcomes and sustained interest in the subject matter.

"Generally, students respond positively to FC compared to traditional methods".

Lecturer 4 highlights that the flipped classroom (FC) model significantly boosts student motivation, as evidenced by greater confidence and active participation in class presentations. This heightened motivation, along with students' positive perceptions, is essential for the sustained success of the FC approach. Motivated learners are more inclined to engage deeply with the content and contribute meaningfully to classroom activities. Overall, the FC model appears to create a more encouraging, dynamic, and student-centered learning environment that supports both academic growth and personal development.

"Their motivation is very good and they always participate in the presentation process in class because of their increased confidence".

However, students accustomed to passive learning methods may initially find it difficult to adapt to the flipped classroom (FC) model. The transition to a more active, self-directed approach can be challenging, as it demands that learners take greater ownership of their education and engage with course materials independently before class. This shift in responsibility may feel overwhelming for some, particularly those unfamiliar with autonomous learning strategies. As a result, these students often require additional support, encouragement, and structured guidance to help them navigate and adjust to the demands of the FC environment. As noted by Lecturer 5, this period of adjustment is critical for ensuring that all students can benefit from the model's intended outcomes.

"However, some students who are accustomed to more passive learning approaches may initially find it challenging to adapt".

Students' perceptions of the flipped classroom (FC) model play a vital role in determining its effectiveness and overall acceptance. Respondent 1 highlights a generally positive response from students, suggesting a greater openness and willingness to embrace the FC model over traditional teaching approaches. This favorable perception is a key indicator of the model's potential for successful implementation. Lecturer 4 further reinforces this by noting that the FC model significantly boosts student motivation, as evidenced by increased confidence and active participation in class presentations. These insights are consistent with prior research emphasizing the importance of student motivation in achieving positive educational outcomes (Lestari, 2021). The enhanced engagement and self-assurance nurtured through the FC approach contribute to the creation of a more dynamic, interactive, and supportive learning environment.

However, transitioning to the flipped classroom (FC) model presents certain challenges, particularly for students who are used to more passive, teacher-centered learning methods. Lecturer 3 points out that such students may initially struggle to meet the demands of the FC approach, which requires active participation and a higher degree of self-directed learning. This observation aligns with findings from Awidi and Paynter (2019), who emphasize the difficulties students often encounter when moving from traditional instructional settings to more autonomous learning environments. To ensure the successful adoption of the FC model and to maximize

its benefits for all learners, it is essential to offer structured support, clear guidance, and scaffolding strategies that ease the transition and empower students to adapt effectively.

### *3.5 Lecturers' Perceptions and Challenges of Flipped Classroom*

Despite its numerous benefits, the flipped classroom model presents several challenges that educators must navigate. One significant hurdle, as identified by Lecturer 1, is ensuring that all students complete their pre-class assignments, given the considerable amount of preparatory work required before attending class.

> "The challenges lie in ensuring that all students complete their pre-classroom work as there are numerous assignments to be completed before students attend class".

Lecturer 3 adds that a lack of student knowledge about the FC method is another challenge. These challenges highlight the need for effective strategies to ensure student compliance with pre-class activities and to educate students about the FC approach. Addressing these issues is crucial for maximizing the potential benefits of the flipped classroom model and ensuring its successful implementation.

> "The first challenge is the students' lack of knowledge about the FC method".

Another challenge stems from the varying learning paces among students. While fast learners typically thrive in the flipped classroom model, slower and less motivated students may find it difficult to keep up. This discrepancy can create a gap in learning outcomes, as those who process information quickly benefit more from the pre-class preparation, whereas those who need more time and encouragement may struggle to engage effectively with the material. As revealed by Lecturer 2

> "Another challenge arises from the differing phases of students. Fast learners typically benefit from FC, whereas slow and unmotivated learners may struggle".

While the flipped classroom (FC) model offers numerous benefits, it also presents several challenges that educators must address for successful implementation. One significant hurdle, as identified by Lecturer 1, is ensuring that all students complete their pre-class assignments, which involve considerable preparatory work. This challenge aligns with previous research highlighting the difficulties in student compliance with pre-class activities (Jiang et al., 2020). Lecturer 3 points out that a lack of student knowledge about the FC method further complicates implementation, emphasizing the need for effective strategies to educate students about the approach. This finding is consistent with studies that stress the importance of student orientation to new teaching models (Nurfaiziyah & Aminin, 2021). Additionally, the varying learning paces among students pose a challenge, as fast learners tend to thrive in the FC model, whereas slower and less motivated students may struggle to keep up, potentially leading to disparities in learning outcomes. This observation echoes prior research on differentiated instruction and the need to accommodate diverse learning speeds (Irianti, 2020). These challenges underscore the importance of developing tailored strategies to support all students, thereby maximizing the potential benefits of the FC model and ensuring its successful implementation, as supported by the broader body of educational research (Abuhmaid, 2020).

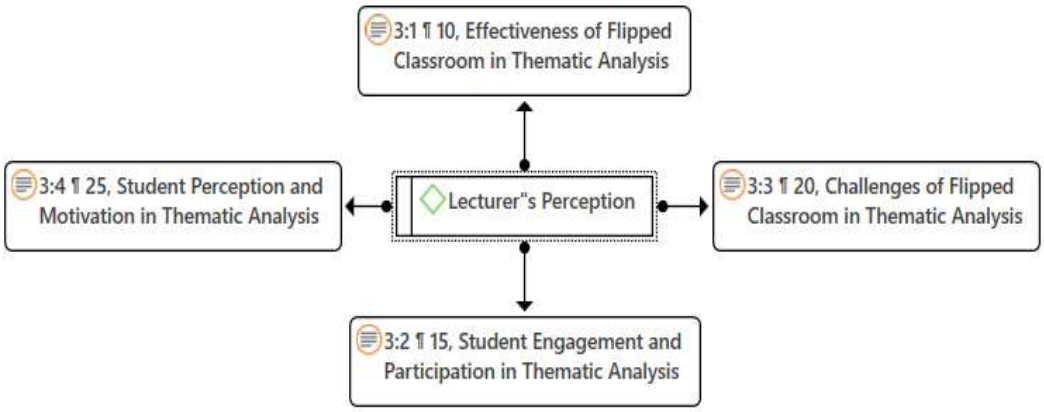


**Figure 1.** ***Group Code of Lecturer's Perception***

## IV. CONCLUSION

### *4.1 Lecturer's Perceptions of the Flipped Classroom*

The thematic analysis of lecturers' perceptions regarding the flipped classroom (FC) model revealed four main themes: 'Effectiveness of Flipped Classroom', 'Student Engagement and Participation', 'Challenges of Flipped Classroom', and 'Student Perception and Motivation'. These themes provide a comprehensive

overview of how the FC model is perceived and the associated implications for its implementation in educational settings.

### *4.2 Effectiveness of Flipped Classroom*

The FC model is widely regarded as highly effective by educators. This approach, which involves delivering instructional content outside of class and using in-class time for interactive activities, is seen as a potent method for enhancing educational outcomes. Respondent 1 describes the FC model as having substantial potential for educational implementation, a sentiment echoed by Lecturer 5, who finds it particularly effective in engaging students during classroom activities. The analysis supports previous research indicating that the FC model fosters increased student engagement and more dynamic classroom sessions (Pawesti, 2023). However, the effectiveness of the FC model depends on the implementation of tailored strategies to address diverse student needs, aligning with earlier studies on the importance of adaptive instructional methods (Raden & Lampung, 2024).

### *4.3 Student Engagement and Participation*

Student engagement and participation are critical components for the success of the FC model. By having students review materials before class, the FC model ensures they arrive prepared for meaningful discussions and activities. Lecturer 5 emphasizes that this proactive approach enhances student participation. Additionally, Lecturer 2 notes that project-based activities within the FC framework are particularly effective, further enhancing engagement. This observation aligns with research advocating for experiential learning methods that foster active participation (Lee & Martin, 2020). Lecturer 4 highlights that engagement extends beyond classroom activities to include independent study, which is crucial for deepening understanding and promoting active participation.

### *4.4 Student Perception and Motivation*

Student perceptions of the FC model are generally positive, reflecting greater acceptance compared to traditional methods. Lecturer 4 observes that the FC model significantly enhances student motivation, leading to increased confidence and active participation in class presentations. These findings are consistent with research emphasizing the role of student motivation in educational success (Jeong et al., 2018). However, students accustomed to passive learning methods may struggle with the FC model's demands for active and self-directed learning. This transition can be challenging, highlighting the need for additional support to help students adapt and maximize the benefits of the FC model.

### *4.5 Challenges of Flipped Classroom*

Despite its benefits, the FC model presents several challenges. One major issue is ensuring that all students complete their pre-class assignments, given the considerable amount of preparatory work required. Lecturer 3 identifies a lack of student knowledge about the FC method as another challenge, indicating the need for effective strategies to educate students. Additionally, varying learning paces among students can create gaps in learning outcomes, with faster learners benefiting more from pre-class preparation compared to slower or less motivated students. These challenges underscore the necessity for strategies to support all students and align with research on the difficulties of student compliance with pre-class activities and the need for differentiated instruction (Awidi & Paynter, 2019).

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***[1]Corresponding Author: Gufron[1]***
***[1]Universitas Pradita, Indonesia***