

Implementation of Flipped Classroom in Islamic Education Lessons: Students' Perspective

Nur'aini¹

DOI: 10.35445/alishlah.v13i2.716

Article Info

Keywords:

*Flipped Classroom;
Islamic Education
Lesson;
Education Technology*

Kata kunci:

*Flipped Classroom;
Pelajaran Pendidikan
Agama Islam;
Teknologi Pendidikan*

Abstract

The research aims to assess flipped classrooms in Islamic religious education lessons at SMA Al-Azhar Batam. This research tries to illustrate students' perspectives on the use of flipped classrooms in their classes. The respondents were 98 students who took Islamic religious education lessons. This research uses the descriptive qualitative method. The data was analyzed based on responses found in the reflection sheet. The research showed that flipped classrooms enable students to control their learning, creating confusion and culture shock. Eventually, the researchers concluded with some suggestions for educators to adopt the flipped classroom technology to create better learning environments for their students and reach better learning consequences. The teacher needs to make more precise and stricter instructions on using online materials for in-class learning.

Abstrak

Penelitian ini bertujuan untuk mengkaji penggunaan flipped classroom dalam pembelajaran pendidikan agama Islam di SMA Al-Azhar Batam. Penelitian ini mencoba menggambarkan perspektif siswa tentang penggunaan flipped classroom di kelasnya. Respondennya adalah 98 siswa yang mengikuti pelajaran pendidikan agama Islam. Penelitian ini menggunakan metode kualitatif deskriptif. Data dianalisis berdasarkan tanggapan yang terdapat di lembar refleksi. Hasil penelitian menunjukkan bahwa flipped classroom memungkinkan siswa untuk mengontrol pembelajarannya sendiri; Sementara itu, metode tersebut menimbulkan kebingungan dan kejutan budaya bagi beberapa siswa. peneliti menyimpulkan dengan beberapa saran bagi pendidik untuk mengadopsi teknologi ruang kelas terbalik untuk menciptakan lingkungan belajar yang lebih baik bagi siswa mereka dan untuk mencapai konsekuensi belajar yang lebih baik. Guru perlu membuat instruksi yang lebih jelas dan lebih tegas tentang bagaimana siswa menggunakan materi online untuk pembelajaran di dalam kelas.

¹ Sekolah Tinggi Agama Islam Ibnu Sina, Batam, Indonesia
Email: nuraini@uis.ac.id

INTRODUCTION

Education, like all other aspects of life, is evolving. Teachers are being challenged to understand how to employ creativity to assist their students in adjusting to changing circumstances. The adoption of teaching methodologies adapted to the peculiarities of the pupils is one of the advances. In recent years, the flipped classroom has grown famous as a method of flipping or inverting learning. It was designed to allow students to use technology in the classroom. By enabling engagement and high-order tasks, using a flipped classroom in the classroom usually helps students be more interested in their learning. At the same time, the instructor benefits from supervising and getting feedback (Fulton, 2012; Chuang et al., 2016). Because most learning occurs outside of the classroom (through videos, podcasts, or slides provided to a Learning Management System), students are required to participate in individual or group work activities in class to assist them to understand the material. If they have problems finishing a mission, they can use this method to link to the online materials. It promotes the use of technology in the classroom and leads to advances in the way students learn (i.e., gamified learning, online sources).

The flipped classroom has been investigated from numerous perspectives throughout the years, with some of the sample findings published in the context of Islamic education programs. The school environment shifts when assignments (e.g. classwork) and knowledge exchange (e.g. lecture) occur (Amresh, 2013). According to Azahrani (2015), this method is based on flipping the learning process. Instead of learning new concepts in class and then doing homework at home, students in a flipped classroom must learn new concepts at home by watching 5- to 10-minute films supplied by the teacher. The teacher shares these movies with the pupils by posting them on a site or social media. According to another study, using flipped classrooms in Islamic Religious Education can promote student variety in belief, practice, knowledge, and implementation. Islamic learning can also help students study more successfully in a flipped classroom. Students pay close attention in class, participate actively in discussions, ask questions, share their opinions, and do assigned work. On the other hand, a flipped classroom can help pupils learn more successfully (Nurpratiwi, 2021).

The flipped classroom can be used in conjunction with technology-enhanced learning, which entails employing mobile devices such as cellphones and electronic pads for portions of the learning cycle. Technology-enhanced learning assists students in strengthening their capacity, receptivity, and practical use of technology to prepare them for the contemporary digital era. They can also improve their networking capability, which will help them compete in the global marketplace in the future (Albirini, 2006; Ghavifekr, Athirah, Rosdy, & Teaching, 2015; Soliman, 2016). Because adult learners and technology are nearly inseparable, introducing technology into the classroom helps to meet both of their needs. Teachers can adopt student-centred learning approaches like active learning and collaborative learning in a flipped classroom, and students can learn more meaningfully (Akçayr & Akçayr, 2018; Sohrabi & Iraj, 2016).

There are various concepts in the literature on flipped classrooms. According to Bishop and Verleger (2013), a flipped classroom is a student-centred learning system that combines two portions of interactive learning experiences throughout class time and different computer-dependent teaching bases. Mull (2012) defined it as a methodology that allows students to prepare for activity by watching videos, listening to digital recordings, and reading articles. According to Milman (2012), it is an approach that demonstrates the viability of exercises by transferring information to learners via recordings and vodcasts and chats, collective works, and course applications. According to Toto and Nguyen (2009), a flipped classroom is a system that produces dynamic learning tasks and encourages students to apply their knowledge in class. According to Hamdan et al. (2013), the flipped classroom is not a fixed model but rather model educators employ by representing learners' needs with diverse technology. The flipped classroom method became the flipped classroom approach because teachers in different nations employed different strategies for classroom flipping. This new methodology will be used to a range of learning modalities. The focus is on applying this innovative technique to a wide range of learning scenarios (Flipped Learning NetworkFLN, 2014).

Flipped classrooms help both students and teachers, according to past studies. This strategy promotes students' verbal ability, dedication, and involvement in and out of the classroom. Only one study, however, focuses on senior high school students' impressions of flipped classrooms. The majority of the research is conducted on students at universities. As a result, this study looked into senior high school students' perspectives of flipped classroom implementation in the teaching and learning process to fill the gap.

METHODS

A descriptive-qualitative method was used to explore students' perceptions of flipped classrooms in their Islamic education classes and their significance to their learning processes. Because it relied on official reports, personal journals, newspaper stories, and letters, this study employed a qualitative approach (Creswell, 2014). The research was conducted in Islamic education courses at SMA Al-Azhar Batam in Kepulauan Riau, Indonesia. Ninety-eight students in the eleventh grade who had taken an Islamic education class were the respondents. The research was conducted from July to December 2020.

At the start of class, all respondents were informed that the learning approach employed in their classrooms was understudied. In addition, the students were given an informed consent form to complete, indicating their agreement to participate in the study. The data were collected utilizing a reflection sheet that was handed out at the end of the semester. The document was disseminated via Google Forms, and responders were obliged to answer all questions freely and anonymously. The researchers asked three questions on using flipped classrooms in their Islamic education classes. The questions were designed to determine whether students read the files or watched the videos sent through Google Classroom before coming to class, whether group discussion at the beginning of each class helped them understand the topic discussed, and whether individual assignments given at the end of each meeting helped them understand the topic discussed. The respondents were required to respond with "yes," "no," and "sometimes," as well as provide justifications for their responses. Every student in batch 2020, which had a total of 100 pupils, returned the reflection sheet. The data was evaluated using the responses from the reflection sheet, and the data was then categorized using the questions from the reflection sheet. The researchers also categorized the explanations stated by respondents in favour of data interpretation. The data was evaluated and presented in the results and discussion section.

FINDINGS AND DISCUSSION

The teacher distributes materials in the form of files (pdf files, presentations, or website links) and YouTube videos a week before the class starts. Students are expected to access the online resources at any time before the start of class. At the outset of each class, the students are divided into small groups to recap the information and work on tasks relating to the materials. The teacher delivers a quick explanation after the group discussion. Students are working on individual activities with the help of mobile applications by the conclusion of the class. The purpose of this task is to assess students' comprehension of the topics delivered. Students are given a reflection form at the end of the semester to look through their reactions to using the flipped classroom in their classrooms. The responses of the students provided the data for this study, which are described in Chart 1.

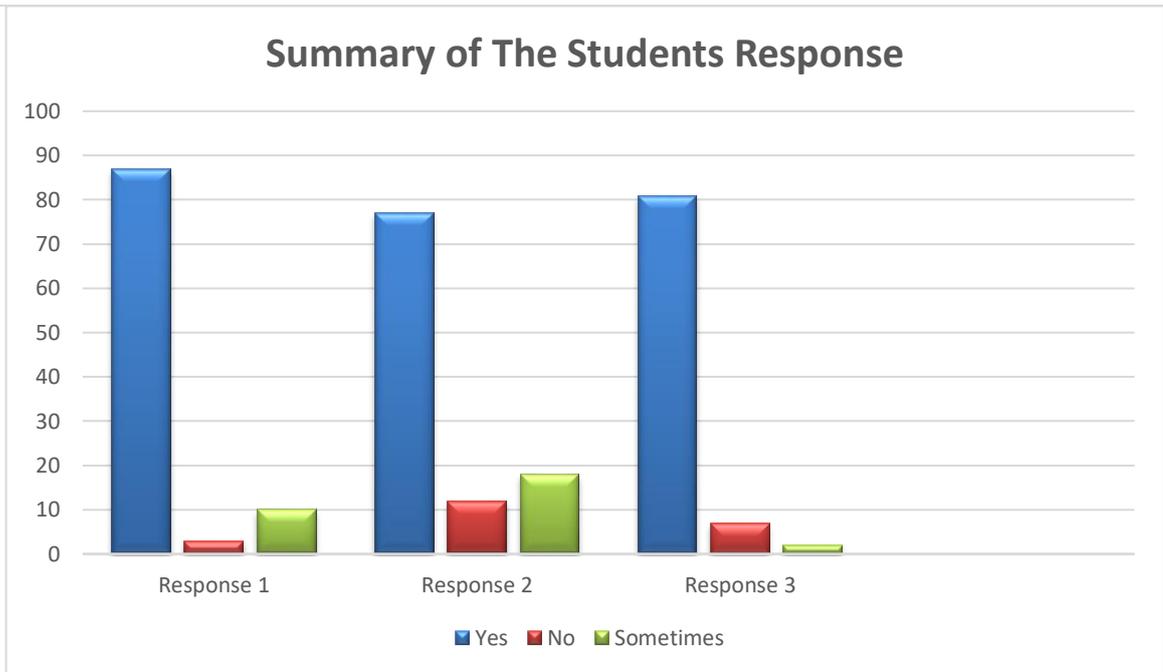


Chart 1. Summary of The Students Response

The final result is separated into three sections based on the questions asked of the students. After then, the responses are examined. There are two types of arguments: those that support and those that oppose. The highest rating is given to the capacity to recognize personal needs, which indicates a student's understanding of their own learning needs. They underline that files and videos delivered through Google Classroom help them identify the materials presented in the following lesson.

Furthermore, before starting the class, the materials and videos can be watched many times. Second, because the learning cycle promotes a good learning environment, students are enthusiastic about learning. Some students find the information complex, but they believe that they will enhance their understanding by following the learning processes. The students next demonstrate self-awareness by saying that the information and videos offered will aid them in comprehending the upcoming topic. Students strive to respond to the contents even if they don't grasp them immediately away. The pupils' willingness to learn is also evident in their responses. They recognize that the materials are essential for in-class activities (e.g., group discussions and individual assignments), thus reading the files and videos before class will enable them to participate fully in-class activities. Finally, some comments show that the students followed the teacher's instructions to check the internet materials. It conveys the kids' respect and admiration for their teacher. Chart 2 displays a summary of the responses.

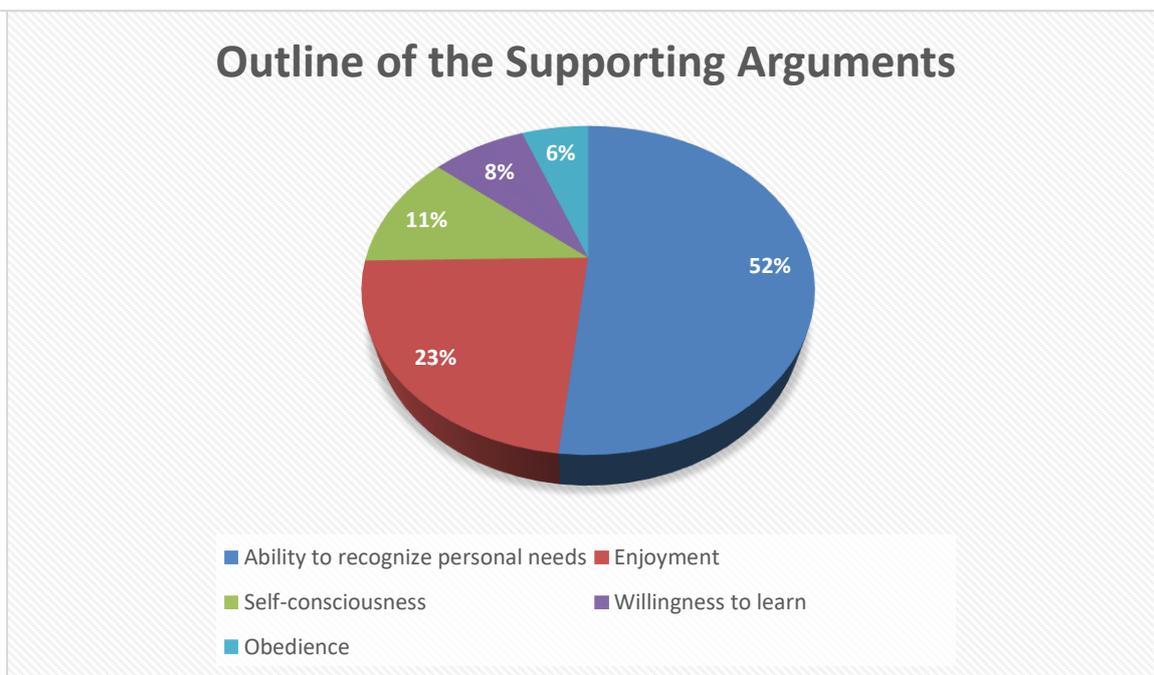


Chart 2. Outline of the Supporting Arguments

Because most comments reflect students forgetting about their pledge to access online resources before entering the class, the main headline stresses students' irresponsibility. They also cite a lack of motivation as a primary motivator and the acquisition of new interests or laziness. Due to technical challenges, students are still having trouble accessing Google Classroom and its contents. They argue that their limited internet connectivity prevents them from accessing the documents. They also note concerns with teachers' inconsistent sending of materials to Google Classroom and the dormant application notification service. Students' access to internet information is influenced by their laziness as well. Students indicate that they rarely check Google Classroom for new updates and undervalue the importance of learning ahead of time in class. .

The following outcome is student outspokenness. It includes students' brief replies, which essentially express their inadequacies in answering the questions correctly. Then there's the question of their capacity to access online information being hampered by their busy schedules. The activities mentioned are related to school, organizations, and social media participation. The response that follows is a perfect example of reliance. The students say they prefer teacher-centred learning and that any materials they get would be discussed in class at some point. Furthermore, students show their boredom by claiming that the method is relatively monotonous and delivered unexpectedly. Chart 3 depicts a summary of the responses.

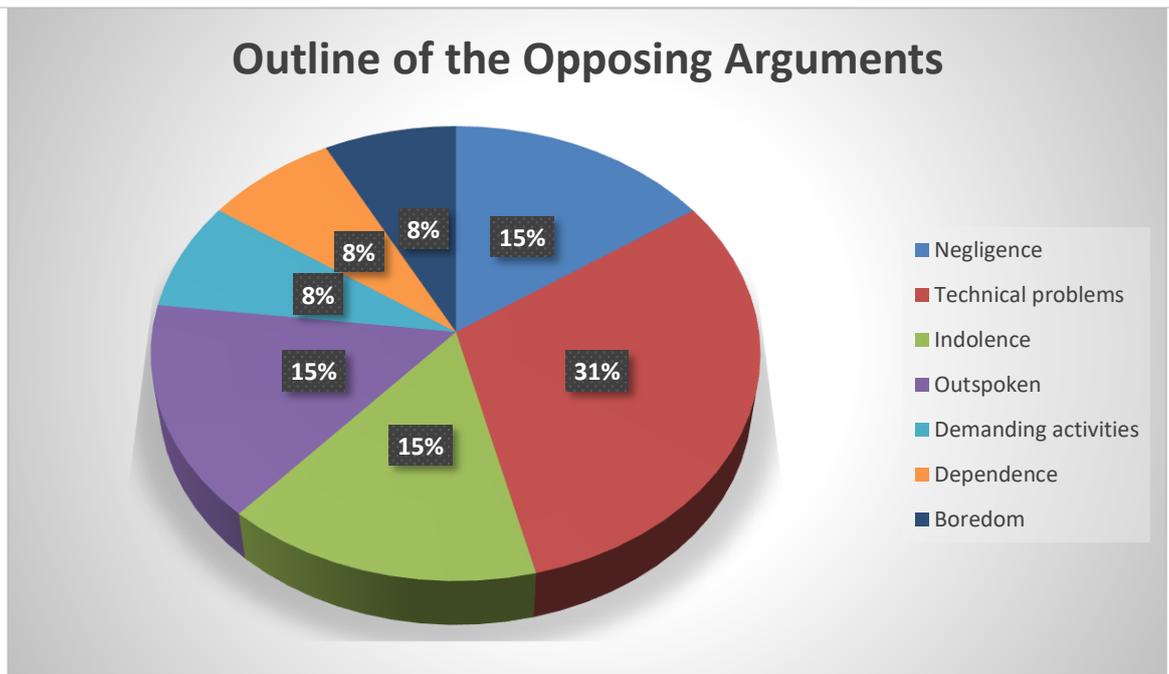


Chart 3. Outline of The Opposing Arguments

The second question on the reflection sheet asks, "Does the group discussion held at the beginning of each class help you grasp the topic being discussed?" In the same way they did for question 1, students give pro and con thoughts on their responses. The majority of students claim that group discussion aids their understanding of the material. On the other side, some students believe that group work is ineffective because it does not help them learn the material better.

As indicated by the top replies, students feel that group work promotes learning (peer learning). According to the students, group work may share ideas, learn new things, help other students understand the curriculum, and motivate one another. Respondents also said that they prefer learning with friends rather than receiving a teacher's one-way explanation. Following that, the pupils' comments show how group work has given them more autonomy. In this situation, group work drives students by offering feed-forward to the contents being discussed, anchoring the concept of the discussed topic, and revisiting previously taught topics. Finally, group work improves pupils' learning abilities. They must not only comprehend the things for themselves but also explain them to their classmates. The pupils also learn to be open-minded and capable of hearing feedback on their abilities to explain topics.

"Does the personalized assignment given at the end of each meeting help you better comprehend the topic discussed?" is the third question. According to students who find them useful, individual assignments challenge their comprehension because they are due at the end of each lesson. They automatically review the materials, learn from their mistakes, and, on occasion, collaborate to complete the assignment by practising the information. Individual assignments also assist pupils in deepening their understandings. According to the students, individual assignments enhance their knowledge because they not only review the contents but also put their understanding of the issue to the test. As a result, students will recognize the many types of questions that can help them learn more effectively. Finally, the replies show that students found individual assignments to be appropriate for their needs.

On the other hand, students' replies reveal flaws in individual assignments completed in their classrooms. The majority of the replies focus on issues, materials, and students' natural abilities. According to the students, the gamified evaluation does not always successfully ground the discussed topic. They may misunderstand the meaning or become stuck with unfamiliar terminology. Furthermore, the replies reveal that students have low self-esteem in terms of their abilities. They

find the lesson challenging to comprehend and would rather have the teacher explain the subject rather than learn it independently.

The finding is in line with Hamid (2020) research that flipped learning design can increase learners' involvement in the learning process and make time for material delivery more efficient. Applying the flipped learning model in PAI learning will be easy if the elements involved have adequate facilities, such as ICT competence (Information and Communication Technology), a stable internet network, students' mentality in learning, independent learning and so on. Otherwise, reverse learning will be challenging to implement because flipped learning is closely related to technology, especially in 21st-century learning.

CONCLUSION

With the use of technology, the flipped classroom was created for this aim. Its goal is to make participation and high-order tasks more accessible for students. Because young adults and technology are inextricably linked, the researchers want to learn more about how the flipped classroom method is used. The researchers make several recommendations for flipped classroom improvement in the following years. First, the teacher should provide more precise and more stringent directions on using internet materials for in-class study. Second, gamification is an effective way to increase student comprehension. It can be utilized in class as a kind of feedback and feedforward. Apart from being entertaining, the game fosters student involvement and can be used as an occasional reflection tool to track students' reactions. Finally, an online forum should be established.

REFERENCES

- Akçayır, G., & Akçayır, M. (2018). The flipped classroom: A review of its advantages and challenges. *Computers and Education*, 126, 334–345. <https://doi.org/10.1016/j.compedu.2018.07.021>
- Albirini, A. (2006). *Teachers' attitudes toward information and communication technologies : the case of Syrian EFL teachers*. 47, 373–398. <https://doi.org/10.1016/j.compedu.2004.10.013>
- Creswell, John W. 2014. *Research design pendekatan kualitatif, kuantitatif, dan mixed*. Yogyakarta : Pustaka Pelajar
- Chuang, H., Weng, C., & Chen, C. (2016). *Which students benefit most from a flipped classroom approach to language learning ?* 00(00). <https://doi.org/10.1111/bjet.12530>
- Dean, D. L., & Ball, N. (2013). *R. S. Davies, D. L. Dean, Nick Ball (2013). "Flipping the classroom and instructional technology integration in a college-level information systems spreadsheet course," Educational* (August). <https://doi.org/10.1007/s11423-013-9305-6>
- Fulton, Kathleen. (2012). *Upside Down and Inside Out: Flip Your Classroom to Improve Student Learning*. *Learning & Leading with Technology*. Retrieved from: <http://thejournal.com/articles/2012/04/11/the-flippedclassroom.aspx>
- Ghavifekr, S., Athirah, W., Rosdy, W., & Teaching, W. A. W. (2015). *Teaching and Learning with Technology : Effectiveness of ICT Integration in Schools Teaching and Learning with Technology : Effectiveness of ICT Integration in Schools*.
- Haghighi, H., Jafarigohar, M., & Khoshsima, H. (2018). Impact of flipped classroom on EFL learners' appropriate use of refusal : achievement, participation, perception. *Computer Assisted Language Learning*, 1(0), 1–33. <https://doi.org/10.1080/09588221.2018.1504083>
- Hao, Y. (2016). Exploring undergraduates' perspectives and flipped learning readiness in their flipped classrooms. *Computers in Human Behavior*, 59, 82–92. <https://doi.org/10.1016/j.chb.2016.01.032>
- Hamid, Abdulloh. (2020). *Desain Pembelajaran Flipped Learning sebagai Solusi Model Pembelajaran PAI Abad 21*. *Jurnal Quality*, 8 (1). <http://dx.doi.org/10.21043/quality.v8i1.7503>
- Khanafi, I., Salafuddin, S., Abidin, M. Y., & Khamidi, A. N. (2013). *Persepsi dan Transformasi Visi*

- dan Misi Pada Civitas Akademika Stain Pekalongan. *Jurnal Penelitian*, 6(2).
<https://doi.org/10.28918/jupe.v6i2.229>
- Milman, Natalie. 2012. The Flipped Classroom Strategy What is it and How Can it Best be Used?. *Jurnal Internasional*, 9 (3). The George Washington University
- Pratiwi, Y. E., & Sunarso, S. (2018). Peranan Musyawarah Mufakat (Bubalah) Dalam Membentuk Iklim Akademik Positif di Prodi PPKn FKIP Unila. *Sosiohumaniora*, 20(3), 199.
<https://doi.org/10.24198/sosiohumaniora.v20i3.16254>
- Pratiwi, A., Sahputra, R., & Hadi, L. (2017). Pengaruh Model Flipped Classroom Terhadap Self-Confidence Dan Hasil Belajar Peserta Didik Sman 8 Pontianak.
- Tune, J. D., Sturek, M., & Basile, D. P. (2013). Flipped classroom model improves graduate student performance in cardiovascular, respiratory, and renal physiology. *AJP: Advances in Physiology Education*, 37(4), 316–320. <https://doi.org/10.1152/advan.00091.2013>