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### THE IMPLEMENTATION OF FLIPPED LEARNING IN LIA

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#### Abstract

This research aimed to find out and explain in detail how LIA teachers in West Sumatera apply flipped learning since this institution has successfully applied this learning process since 2018 (even before the Pandemic). This study also found problems faced by LIA teachers in conducting flipped learning and ways to solved the problems. An ethnographic research was conducted to study how teachers in LIA applied flipped learning since it is considered as an in-depth study of a particular group of people in their own environment. The researchers observed their routines activities, participated in their activities, and conducted in-depth interviews. Moreover, the researchers studied not only observed the teachers but also all component that supported the implementation of flipped learning in LIA. There were 3 LIA branches and there were 7 teachers observed (3 teachers are in LIA Padang, 2 teachers are in LIA Bukittinggi, and the others are from LIA Payakumbuh). From the research, it was found that Flipped learning in LIA is compulsory. All teachers need to follow the guidance and procedures that has been instructed by the TTD (Teachers Training Development). However, different teachers have different techniques in fulfilling every step of the procedures. This research explains the guidance and steps of how flipped materials implemented in LIA. It can be a great source for other teachers to find out how to apply it in their own class.

*Keywords: LIA, Flipped learning.*

## I. INTRODUCTION

Learning is how to create meaningful experiences for learners in gaining receiving knowledge. Creating meaningful experiences includes three ultimate goals; encouraging an ecosystem to learn, creating contextual experiences, and creating a great sense of curiosity. In supporting these learning goals, teaching techniques must be tailored with the current generations. The current generation that might be faced by teachers known as Generation Z or Gen Z and Gen Alpha. These generations witnessed a period of economic prosperity and technology development that was totally unequal to their previous generations. These generations are also known as iGeneration, online generation, or internet generation. They enjoy spending time looking at their screen of their devices to do a lot of different activities.

Responding to the characteristics of generation Z and Gen Alpha, Teachers in the current era is required not only to have PCK (Pedagogical Content Knowledge - a concept that was first introduced by Shulman in 1986 as a reference for basic knowledge and skills that must be possessed by a teacher) but they also need to master

teaching methodology and techniques that aligned with Gen Z and Gen Alpha. The aspect of using technology is a fundamental thing that teachers need to pay attention to in this era since it is a tool that can be used to create meaningful experiences in the teaching and learning process.

Some experts including Bergmann & Sam (2012) suggest the use of flipped learning. They admitted that flipped classroom method is an innovative pedagogical approach that focuses on student-centered teaching by reversing the traditional classroom learning system that has been carried out by teachers so far. The flipped learning have benefits et al, 20 such as students will have positive opinions and be open to new knowledge, be more active, more independent and creative and more critical in addressing specific case problems.

However, based on a preliminary observation done to some schools in Padang, the researcher found that all teachers who have observed are still uncommon with this new way of teaching. They were still using conventional techniques in teaching. There are some teachers also do not know anything related to flipped material as a part of blended learning. There are also some

teachers who have misunderstood the flipped material concept. They admitted that they have already applied flipped learning but after observing the process, the researcher found they have already applied flipped learning in incorrect procedures. In this case, they need a clear source that lead them to a full understanding of a flipped learning. They need to see a model that have been successfully applied this concept and adapt or even adopt it to their classes.

One of big language teaching intuitions which have successfully applied this techniques is LB-LIA (Lembaga Bahasa LIA). LIA have been applying flipped learning even before the pandemic. They seems realize the important role of blended learning for learners. They have already designed the flipped learning together and monitor the process by their teaching training development staff. They have also done number of research of the use of flipped learning in their institution. They found that this technique are very effective in supporting the learning. Students become more active because they have been prepared, they gain more knowledge and are able to study independently, they also admit they enjoy the process of the whole learning.

Therefore, the research should be done to investigate the application of flipped

learning in LIA, problem they face during the implementation and how they dealt with the problems. Other teachers need to know how LIA teachers apply this new way of learning and apply it. This research are expected become a great source for them to understand flipped learning completely and adapt to their students.

## **II. REVIEW OF RELATED LITERATURE**

Competence teachers are required to have the ability to maximize the use of technology as media to create meaningful experiences in the teaching and learning process. One of the ways to apply technology in the classroom is by using flipped learning. There are two terms that are often interpreted as the same thing even though they are different, namely flipped classroom and flipped learning. Flipped classroom is a learning strategy in blended learning that reverses the "class" learning structure and learning methods. Usually the process of providing material is carried out at school and deepening material can be done outside of school through assignments, discussions, and so on. In a flipped classroom, the opposite applies. Giving material/lecturing is given outside the school, and activities to deepen material or

concepts that have been previously given are carried out at school through discussions, problem solving, critical thinking, and vice versa. After that, students are given the opportunity to deepen their knowledge outside the classroom through a series of assessments and evaluations. Flipped classroom allows students to access various subject matter more flexibly. This strategy can also increase student involvement in learning so that they become more active. For teachers, flipped classrooms provide opportunities for teachers to better assist students and also provide differentiated learning for students with different needs and characteristics.

Flipped learning like described in figure 2 simply is defined as “school work at home and homework at school”. Flipped Classroom is a pedagogical approach in which direct instruction moves from group study spaces to individual study spaces, and the resulting group space is transformed into a dynamic interactive learning environment where educators guide students as they apply concepts and engage creatively in subject matter (FLN, 2014). The four pillars in Flipped Classroom include a flexible environment that allows various learning models, learning culture deliberately shifts instruction to a learner-centred approach,

intentional content thinking about how Flipped Learning helps students develop conceptual understanding and procedural fluency; and (4) professional educators where the teacher's role is demanded to be more in observing students, giving feedback, and assessing their work (Hamdan, 2013). The effect of implementing Flipped Classroom is increased achievement and a lower level of stressed students (Marlowe, 2012)

The implementation of Flipped Classroom learning is inseparable from the teaching tools that should be prepared by teachers. The tools include instructional videos, with bumper program composition, apperception, material, confirmation, repetition/summary, and closing. Moreover, teachers should prepare students with practicum Handbook in the form of steps to carry out practice at school and Learning Material Books to strengthen theories about the topic of Project Work. These tools are packaged in a file format called Flipped Classroom Material or FCM.

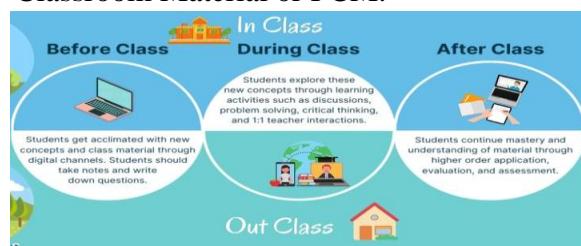


Figure 1: Flipped Learning Process

Flipped learning fundamentally has 4

(four pillars) that must be understood in its application in the classroom. The first pillar is flexible environment or a flexible learning environment. It include creating space and time that is flexible and allows students to interact and meet their learning needs; continuously observing and monitoring students to make adjustments; and provide opportunities for students to apply different and varied learning styles and demonstrate mastery of the material. The second one is Learning culture or learning culture. Things that need to be considered in a learning culture include: giving students the opportunity to carry out meaningful activities independently; do scaffolding on the activities carried out and all students can access with all the differences and feedback. The third pillar is Internal content. In this third pillar, the Smart Teacher must know and understand application of concepts in learning so that students access and learn on their own first designing and creating learning materials in the form of videos or the like that are easily accessible to students, and designing different materials according to the needs and characteristics of students and accessible to all students.

### **III. RESEARCH METHOD**

This research aimed to find out the implementation of Flipped learning in LIA. It was not only observe How LIA teachers conduct flipped learning but also the other aspects that influence the successfullnes of Flipped classroom or flipped learning in LIA. Thus, this research was conducted by using Ethngraphic study in which it is especially effective in obtaining culturally specific information about values, opinion, behavior, and social context of particular population in their environment (Silverman; 2013). This research is about describing how reality is.

This research was done based on a contemporary phenomenon happened in LIA in which They have already been successful in conducting flipped learning since 2018. Therefore, what they exactly do dealing with this blanded learning was benefecial to be observed. The teachers need to be interviewed too realted to the techniques they applied. Based on that condition, the appropriate reseach method used for this research is a ethnographic study. Silverman (2013) also says that "Ethnography is the in-depth study of a particular group of people. It aims to understand their way of life and the shared patterns of thought, meaning, and behavior that provide the framework for their actions. Ethnographers typically spend

an extended period of time living with the people they study, observing their daily routines, participating in their activities, and conducting in-depth interviews."

This research was conducted in 3 different LIA branches. They are located in 3 different cities in West Sumatra; Padang, Bukittingi and Payakumbuh. In 2022 until February 2023, they had approximately 1500 students who were divided into different programs and different levels. There are several programs in LB-LIA; General English for Children (GEC), General English for Teen (GET), General English for Adult (GEA), Conversation in English for Student (CVS), Conversation in English for Employee (CVE), English for Specific Purposes (ESP) and TOEFL Preparation (TP). Those programs also divided into different levels. In this research, the participants will be all LB-LIA teachers who taught in EA (English for Adult) program. The total numbers of LBPP-LIA's teachers who regularly teach this level are 7 teachers. So, the researchers examined those 7 teachers. The reasons of choosing teachers who teach in EA program as participants are because of several considerations. First, the material given to students in this level is focused on language skills (speaking, listening, writing and

reading) rather than grammar or conversation.

Therefore, those participants were chosen based on purposive sampling. In purposive sampling, Mack, et al (2005) says that participants are chosen based on preselected criteria relevant to research questions. In other words, the participants were chosen by considering whether they have a great deal about issues of central importance to the purpose of this research .

#### **IV. FINDING & DISCUSSION**

After conducting research for seven months, the researcher find out that there are several rules published by LIA TTD (Teachers Training Development) that must be obeyed by all LIA Teachers in Indonesia. The rules include curriculum, syllabus, and teaching procedures. TTD is the department in LIA that responsible for teacher training that includes designing and conducting training programs for new and existing LIA teachers, providing professional development opportunities to enhance teaching skills and knowledge and ensuring all LIA teachers are equipped with the latest teaching methodologies and teaching techniques. In brief, TTD in LIA has roles as teacher's development center. It supports teachers' professional growth through

mentoring, coaching, and performance reviews. Fostering a culture of continuous learning and improvement among the teaching staff.

Therefore, all LIA teachers that had been observed had similarity in their teaching procedures. They seemed followed the rules instructed to them. The researchers had been observed 7 teachers in different cities but the researchers found they had something in common dealing with teaching procedures. From the interviewed done to all LIA teachers observed, they explained that they were introduced with teaching procedures provided by TTD and they had to follow the steps but they were free in deciding what activities to be applied in the classroom as long as they still follow the procedures.

The researchers also found that Flipped Learning is compulsory in LIA. All teachers must use flipped learning in teaching. From an interview with AOO (a teacher supervisor) in LIA Padang, she says that flipped learning has brought a lot benefit for students development since it provides personalized learning in which students learn at their own pace and can revisit challenging concepts as needed. Moreover, it increased engagement. Interactive in-class activities make learning

more dynamic and engaging since The students didn't start the lesson from Zero. They had previewed the lesson before they attended the face to face meeting. As a result, it improved learning outcomes. It allows students to have more opportunities to practice and apply their language skills. It also can Enhance Teacher-Student Interaction. Teachers can provide more individualized attention and support.

Based on the observation done in all LIA West Sumatera that includes LIA Padang, LIA Bukittinggi, and LIA Payakumbuh there are three main procedures that had been implemented by all teachers in conducting the Flipped Learning Methodology. These are the procedures;

#### 4.1. At-Home Learning:

First of all there was a Content Delivery. In this first step, teachers sent a link of a flipped materials through google classroom or through their whatsapp group. The flipped materials must be sent at least one day before the face to face meeting. The flipped materials designed in google form. They actually have been provided by TTD. So, the teachers do not need to prepare the flipped materials by themselves. They just need to send them to the students. They all have been designed and provided by TTD in

collaboration with some great LIA teachers in Indonesia.

In the flipped materials the students can access learning materials such as videos, and readings text. Then, there were some exercises that would follow. However, LIA does not have any Flipped Material platform like SPADA Indonesia or Moodle. The flipped material just delivered by using google form. Teachers Supervisors in LIA claim that it does not matter as long as students can engage with the materials at their own pace, they can preview concepts and complete assigned tasks.

#### 4.2 In-Class Activities (during face to face interaction)

In this case, the teacher shifts from a lecturer to a facilitator. First of all, the teachers made sure that the students did the flipped materials by using some activities. They could be in a form of vocabularies games, internal mingle activities (Question and answers activities in which the students walk and interview their partner related to certain topics).

Some teachers observed, try to conduct short quizzes or polls at the beginning of class to assess understanding. Then, they encourage students to discuss the materials with each other in small groups.

Finally, They provided extra assistant sessions for learners who are struggling with the material assigned in flipped learning..

Then, there were some Collaborative Learning. In this case, students participate in group activities, discussions, and projects that applied their knowledge and developed their critical thinking skills. It seems the lessons was explain implicitly. There was no activity or session in which teachers do presentation in explaining the lessons. Teaches in LIA minimize the teachers talking time and maximize students-students interaction. The flipped materials help the teachers in explaining the lesson so that in-class activities or in face to face meeting the focus is more to collaborative learning.

Finally, there were hands-on Activities. This is a session where the class or the students focus on interactive exercises, simulations, role-playing, mini talk, mini-podcast, and other practical activities to reinforce learning and develop language skills. It seems like the students' final performance. It can be done in group or Individual activities.

#### 4.3. Problem Faced by LIA Teachers in Conducting Flipped Learning and

From the observation and interview, there was a problem found in implementing



flipped learning. The researcher found that there were some students do not do the flipped materials. The researchers interviewed the students. They admitted that they did not do the flipped material since they do not have time to do it and they feel reluctant to do it. They says that they have already numbers of homework or assignment form school and they do not want to do any more exercises form their English course.

It is common for students to be hesitant about flipped learning at first. However, LIA teachers had several ways to solve this problem. First of all, the teachers always highlight the benefits of doing the flipped materials. They explain how flipped learning allows for more in-depth discussions, hands-on activities, and personalized support in class. They also emphasize that students can learn at their own pace and revisit challenging concepts as needed. They also explained that watching videos before class can help them better understand the material and ask more insightful questions.

Moreover, they tried to make the Materials Engaging and Accessible. The teachers always made sure to keep it short and interesting: focused videos are more likely to hold students' attention. It was done

by using a variety of formats like incorporate interactive elements, animations, and real-world examples to make the materials more engaging.

Finally, LIA also done a survey twice a month related to the application of flipped learning during the TQQ session (Teachers Quality Control). They accept the students' opinion and suggestion related to the application off flipped material. The students' opinion and suggestion helps LIA in improving the flipped learning day by days.

## **V. CONCLUSSION**

This study has already exposed or revealed the implementation of flipped learning in LIA. After having an in-depth observation in three LIA Branches. The resarchers found the similarity of applying flipped learning that followed certain procedures. The procedures introduced by LIA TTD that responsible to LIA teachers development. The activities include content delivery (assigned at least one day before the dace to face meeting) and In class Activity (in which the teachers made sure the students do the fipped materials and understand the materials presented. The activity include quizzes and group works.

After that, the activities followed by a collaboration learning and hands-on activities.

The implementation of flipped learning in LIA also faced a main problem in which the students were sometimes reluctant to do it. By highlighting the benefits of flipped learning, providing more interesting content and activities in it and doing survey twice a month related to the use of flipped materials helped them solve this problem. The procedures and the ways the teachers solved problem like explained previously can be a great sources for other teachers who still struggle in applying flipped learning.

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