

## Students' Experiences and Challenges on the Use of Flipped Learning Approach

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**ABSTRACT** Online learning during pandemic has been affecting many education aspects, in which both the teacher and students cannot run their learning process well. However, there are some approaches that may be implemented in educational institutions to solve those problems, one of them is flipped learning. Hence, this study focused on the students' experiences and their challenges on the use of flipped learning in their English classroom. This research was qualitative by applying case study design which involved 16 students from 7<sup>th</sup> semester at English Education Department of Institut Parahikma Indonesia, Gowa. The data were collected by using questionnaire and structured interview with open ended questions which were analyzed by using thematic analysis. The results of this research indicated that there were two categories of students' experiences on the use flipped learning approach, they are positive and negative experiences. Positive experiences included effective approach, engaging approach, efficient approach, improving students' ICT skill, and new learning approach, while negative experiences consisted of the students are lack of experience, time consuming, incomprehensible contents, and students feel tedious. Furthermore, the challenges faced by the students on the use of flipped learning approach are the network and media issue, the lack of interaction and the students' discipline. Apart of the findings, this study can contribute and has valuable insights for the development of learning approach especially in online based learning, it can also make practical contributions for teachers and educators to design blended learning by considering this study's findings.

**Keywords:** Flipped Learning, Students' experiences, and Challenges.

### A. INTRODUCTION

English learning has evolved in many aspects of humans' life such as technology, modernization, and science in which English competence has played important roles to comprehend those aspects. English has been the dominant language in the world. In Indonesia English has become one of the foreign languages and it has been taught at schools either formal and informal. Various methods had been developed in English teaching and learning process, including Grammar Translation Method (GTM), Communicative Language Teaching (CLT), Audiolingual Method, Suggestopedia, and so on. However, in 2020, the spreading of Corona Virus Disease (COVID-19) forced all of the education institutions around the world, especially in Indonesia to switch the teaching and learning process from offline into online. The schools were

expected to be more innovative and creative on facing the pandemic in which all the learning process are handled from home (Office of Assistant to Deputy Cabinet Secretary for State Documents & Translation, 2020). Thus, the learning through the internet is being one of the most effective solutions in all educational aspects. Consequently, the changes of learning system forced the school to implement the online learning eventhough without good preparation and all those methods mentioned earlier were limited to be used especially into online classes and only a few of schools used the internet based learning (Aji et al., 2020; Nur et al., 2022; Padli & Rusdi, 2020; Subandowo et al., 2020)

The happening of this case brings up the online learning especially flipped learning as one of the best approach to be used for learning and teaching in now era. Flipped learning is an approach in which direct instruction moves from the group learning into the individual learning. The result of group learning is transformed into a dynamic and interactive learning environment where the educator guides the students to apply the concepts and engage creatively in the subject matter. In addition, this approach is very efficient because the students were asked to master the topics at home while using an online learning platform (Hew et al., 2020; Suharno, 2020). It is addressed by transforming the conventional classes into fully online class that helped by video conferencing app.

In addition, flipped learning is remarked as a new way of learning where the students receive the input from the recorded video lessons provided by the teacher then further engaged in the high level of a few results by developing assessment outside of the class (Webb & Doman, 2020). The learning materials are given to the student with a video lessons provided by the teacher in which the students have to imitate and learn it not only in the class but also outside the class. Furthermore, in the class activities the teacher just guides students to discuss the videos lessons include weekly quizzes, online assignments, and discussion forums. This approach is recommended to be used in universities due to its efficiency to cultivate students' understanding of the curriculum and motivate them to be more active in the class activities (Aljaraideh, 2019).

In addition, based on the researchers experiences when this approach was used in the class, the researchers felt that the students' more active in the class. It enabled them to explore and understand the learning materials more than other approaches. Therefore, the researchers believed that this approach possibly be a new approach to be accepted and also suitable to every student in its implementation. Hence, based on the explanation above, the researchers were tempted to

investigate the students' experiences and challenges in the use of flipped learning approach at Institut Parahikma Indonesia, Gowa.

## **B. REVIEW OF LITERATURE**

Online learning is described as a learning which taking place in distance through electronic devices such as computers, tablets, and smartphones. Thus, it required a connection to the internet (Gonzalez & St.Louis, 2018). Moreover, in online learning both students and teacher have to possess adequate knowledge on using online learning devices. In educational online activities, the computer is a tutor, as a student, and as a tool. Hence, students' competence in learning through some media, especially online learning is the main factor to get the learning objectives (Crook, 2019).

On the development of online learning, online/e-learning is the number of utilizations of online technology such as the internet and website to create the learning experience (Horton & Horton, 2003). Hence, online learning seen as an innovative and creative approach that also can be the media delivered that good to be applied, focus on its' use, interactive, and flexibility in learning environment that contains many facilities for easiness of the learning everywhere and anywhere.

Flipped learning was found in the beginning of 21<sup>st</sup> century in 2000, where two higher education teachers Jonathan Bergman and Aaron Sams realized that there were no ways to reach and gave the materials to the students who were sick. This approach made the traditional direct lecture replaced and moved into in-class active tasks and pre/post classwork (Abeysekera & Dawson, 2015). The characterized the flipped learning (Sams & Bergmann, 2013) as follows:

- 1) Cultivate the communication and engage the personal time both students and teachers.
- 2) A gap for the students to get a responsibility on their learning.
- 3) On learning process, the teacher took itself as a guide in the students learning.
- 4) It is a combination of direct instruction into constructivist learning.
- 5) In the classroom where if any students are absent due to the illness or important reasons, they will not leave off the materials.
- 6) The contents in flipped class are flexible to access repeatedly and permanently.
- 7) Where all of the students are active in their own learning.
- 8) The chance where every student able to get personalized education.

Furthermore, the characteristics of flipped learning were set in a higher education level, those were appropriate to the habit in other teaching or learning procedures, so the students can master

the topics also to set their self-learning (Abeysekera & Dawson, 2015). In addition, this approach was simplifying the learning and teaching process, but as a note in a highly effective range it makes the students more active in class or out of class activity where the teacher as a guide also takes them to get the objectives of the study. The types of flipped learning (Brown et al., 2016) are described:

- 1) Traditional Flip, this type applies a flip form which called classwork and homework.
- 2) The in-class flip, the characteristics of this type had many similarities with the traditional flip but it also had some differences such as the students' need to comprehend video lesson and their activities at home
- 3) Flipped Mastery, base of this type was called differentiate learning. It serves students the possibilities to get the objectives based on their learning abilities.
- 4) Flipped Learning 3.0, was designed by Jonathan Bergman. It is a new approach which concerning to the learner interaction, engagement and memory to the learning materials in-class or out of the class.

Some previous studies had been conducted on the use of flipped learning approach, once is to explored the use of flipped learning approach in English foreign language classrooms to see the students' outcomes, perceptions, and whether this model was approachable to support the students' English learning. Accordingly, this research described the student achievements in flipped learning class, where they got higher average score in the final of three tasks rather than a class that did not use flipped learning, but just in the final exam it indicated that the participants get the statistical significance mean score. However, by taking the flipped learning into their environment, most of the students in this study seemed to enjoy learning English. In addition, the teacher remarked that students could be more engaged than in non-flipped classes (Lee & Wallace, 2018).

In addition, a study which explored EFL students' perceptions on the application of flipped learning in writing class in one university in Central Kalimantan Province. The results of this study described 10 positive statements through the questionnaire about flipped learning implementation in their class such as the classroom activity allowed the students to write good text, the materials more effective to be explored, and class activity was used effectively to create the richer learning opportunities by individually, group, task analysis, and presentation. In the other hand, the percentages of students' satisfaction were high towards flipped learning and indicates this approach is valuable to be applied (Fauzan & Ngabut, 2018). Furthermore, one qualitative research to identify the teachers' perception who ongoing using the flipped learning to get the impact of their teaching

improvement. Even though the research results seem promising, it also often limited, not constant, and sometimes have a contradiction. According to the teacher perceptions, the results described that the students could work on their way with the topics based on the link of each student's learning style. In addition, flipped learning cultivates student participation as same as in the teaching experience practices. Accordingly, this study remarked that there were some factors which made the improvement of the students learning and teaching such as accessible of the educational technologies, and how the consistency of activities that was planned get the positive application in the students' environment (Bevilacqua & Campión, 2019).

Moreover, (Gündüz & Akkoyunlu, 2019) investigated the benefits and challenges of the flipped learning in higher education. The participants' perceptions were collected towards some questionnaires with open-ended questions. For the findings, even though this approach got some positive results, some of the students felt jealous with the lack of direct feedback when these participants watching lesson video. In addition, the poor internet connection outside of the class is also being a factor that hinder their learning.

## **C. METHOD**

### **Respondents**

The respondents of this research were all of the students at English Education Department, in Institut Parahikma Indonesia on 7<sup>th</sup> Semester. In the process of gaining the data, there were 16 students as the participants that selected through purposive sampling technique. In addition, there were 5 students were interviewed by using structured interview with open ended questions that selected through the convenience sampling technique.

### **Instruments**

The data in this study were generated through questionnaire and structured interview with open ended questions that concerned to investigate the students' experiences and challenges on the use of flipped learning approach (Creswell, 2014; Mills & Gay, 2016). In the process of collecting the data, for the first step, the researchers shared the open-ended questionnaire which made in the form of google form for all of the participants towards an online form and the second step, the researchers conducted structured interview with 5 participants who selected based on their answers in open-ended questionnaire and their convenience to be interviewed. In addition, the interview

was also carried out to clarify and ask the further information when the unclear information from participants were found.

### **Data Analysis**

In analyzing the data, the researchers used thematic analysis. Thematic analysis is a thing that may access, flexible, and it is a better-known way of data analysis in qualitative research. There are 6 steps; familiarizing ourselves with the data; generating initial codes; searching for theme; reviewing potential theme; defining and naming themes; and producing the report (Braun & Clarke, 2012).

## **D. FINDINGS AND DISCUSSION**

### **Students' Experiences on the Use of Flipped Learning Approach**

The students' experiences were divided into positive and negative themes. The positive experiences include effective approach, engaging approach, efficient approach, improving students' ICT skill, and new learning approach. While negative includes the lack of experience, time consuming, incomprehensible contents, and students feel tedious.

#### ***Positive Experiences***

##### ***Effective Approach***

When participants were asked about the effectiveness of flipped learning while it was implemented in their class, most of them mentioned that this approach is effective for improving their learning both inside and outside of the class activities. They also described that by using this approach the learning process could be held better and optimally by both of students and teachers even they were not in the class. In addition, this approach also affected the students learning positively which their understanding, motivation, and independently in learning were better than other approaches.

##### ***Engaging Approach***

Some participants considered that the implementation of flipped learning approach in their class is better than traditional approach. They mentioned that this approach could improve students' engagement because they were asked by the lecturer to learn materials at home independently before discussing it in the class. It can be inferred that this approach enables students to be independent and engage more in their learning. It helped them achieve learning objectives

since the students could explore and look for additional knowledge by themselves. In addition, their self-confidence would be better to speak one's mind in front of their friends.

### ***Efficient Approach***

In the implementation of flipped learning, some participants agreed that this approach is efficient, easy to be used, and flexible to be accessed everywhere and every time. The positive impact that students felt are they more independent in mastering the materials more than using the other approaches. In addition, they added that the use of technology in flipped learning which based on online learning allowed them to perform the learning effectively

### ***Improving Students' ICT Skills***

In exploring the differences of flipped learning compared with the other learning approach, most of students said that one of the main differences is the use of technology. The use of technology in flipped learning allowed them to be more flexible to access their learning materials by using many platforms. In addition, students' technology competences are much better because they can utilize some learning media and platform which based on online learning technology. Therefore, the flipped learning is suitable to be implemented for now era.

### ***New Learning Approach***

The spreading of covid-19 which became a pandemic and government policy made the educational institutions have to implement and apply some innovation in learning process. Hence, flipped learning becomes one of the learning approach that may support the learning even this approach is new to be implemented.

Related to the findings' above, flipped learning is suitable for any discipline and support the teacher to be creative in using learning technology, so the students' activities are more effective (Fatimah Abd Rahman et al., 2019). Similarly, the effective way to carry the knowledge is flipped learning. It is believed that the students were competent to explore the materials given by the teacher in their own way because the use of flipped learning takes the students as a center of the learning and teacher takes a role as a facilitator to help the students in solving the incomprehensible materials while learning (Gianoni-Capenakas et al., 2019).

Furthermore, interview results have similarities as aforementioned above, such as this approach stimulates students to be active and learn effectively. The participants added that their

activeness was also increased because of flipped learning made them to be more independent in learning. Furthermore, it happened because they might access the learning through lesson video without attending the class. As a result, their comprehension may be improved because they use more effort to understand the lesson video.

In addition, students feel their ICT skill is improved through flipped learning, this happened because the use of this approach is based on the use of learning technologies that can improve students' technological knowledge. There were some factors which made students are able to improve their learning, one of the factors is the accessibilities of educational technologies (Bevilacqua & Campión, 2019). Another, described that a few students got a new knowledge an insight about learning approach. However, this theme is being a new finding that has not been founded by the researchers in any related studies, so it will become an attention to the other researchers to explore more that related to this issue. Moreover, the findings showed that the students also still need an adaptation to comprehend and know the way this approach is implemented which the teacher role is a crucial thing to improve and optimize students' abilities in using flipped learning. As a result, these participants agreed that flipped learning makes them get the wider insights in their learning experience and they enjoy it.

### ***Negative Experiences***

#### ***The Lack of Experience***

Based on the results of questionnaires and interviews, most of the participants stated that the lecturers did not have sufficient knowledge about flipped learning approach. It showed that the teachers and students understanding about this approach is still need to be improved to make the learning process run optimally. Furthermore, the lecturers' competence in implementing the flipped learning is needed to be improved to optimize the implementation of flipped learning also the materials can be accepted well by the students. These aspects happened due to some lectures did not have enough experience and knowledge to provide the materials in online based learning also the participants perceived that presentation which using fully English is believed as one of the problem in implementing flipped learning.

#### ***Time Consuming***

In flipped learning the time is an essential thing. When all of participants were asked about their time that they spent in learning using flipped learning whether is useful or not, several participants had different opinions, some participants stated that this approach was time consuming



that made them bored in learning. Other participants also expressed that they felt frustrated when they get confused about the lesson and they could not ask directly to the lecturer.

### ***Incomprehensible Contents***

Some of participants highlighted that sometimes the contents or materials which explained were difficult to be understood. They had a barrier to interact and ask a question to the lecture directly because they did not have face to face learning with the lecturer. Moreover, several perceptions highlighted that sometimes the lesson video given by the lecture was not too clear, as a result some students felt hard to improve their understanding. In addition, some students perceived that the use of fully English explanation in learning process became the barrier to improve their learning. Hence, the teachers' role in using this approach in one of the crucial thing that can help students to cultivate their comprehension. In addition, teacher takes a role as a guider and facilitator in the way this approach is implemented as good as possible.

### ***Students Feel Tedious***

Regarding to the participants' answers, some participants stated that sometimes learning by using this approach makes them feel tedious, as the result the students tended to skip the lesson video because the contents were not too clear. In addition, the same conditions while using flipped learning in the class also experienced by some participants which the contents and the length of the lesson video sometimes made students bored to continue and learn the materials until the end.

In negative experiences, almost all of the participants agreed that both students and lecturers still have insufficient experience and knowledge about flipped learning approach, they also stated that a few teachers cannot provide the materials well. It happened because this approach is still rarely used by the lecturers in the campus. Similarly, participants also stated that sometimes the materials given are rigid, not interesting, and the lesson video takes too much time. It makes them feel bored and sometimes skip the lesson video, therefore they cannot fully understand the materials that served through the lesson video. This finding is in line with one research which found that there were no significant differences between students' personal characteristics and satisfaction towards flipped learning in the students course (Kim, 2018).

Related to the statement above, the students who took the flipped activities found the time consuming, the lack of infrastructure and teacher not ready to flipped the class (Aghaei et al., 2020). Hence, the teachers' comprehension, availability and ability to provide an interesting lesson video

are being a need, it is suggested by the students due to some of them sometimes feel bored to follow learning process.

In addition, the result of interview also stated some negative experiences. Most of the participants who interviewed mentioned that they sometimes cannot understand the materials in form of the lesson video provided by the teacher in LMS or YouTube because the teacher's explanation usually uses a full English and utilize new vocabularies. Moreover, it makes the students feel tedious to learn the materials and it causes the incomprehensible materials. In contrast, it is believed that clear explanation is the most essential part in the implementation of flipped learning approach.

### ***Students' Challenges on the Use of Flipped Learning Approach***

The students' challenges are divided into three themes, network and media issue, lack of interaction, and the students' discipline.

#### ***Network and Media Issue***

The big problem of the implementation of online based learning such as flipped learning is network and media availability. Some participants also faced the same problem that challenging them in using flipped learning. However, they found problems in accessing the lesson videos because of poor internet connection. Another problem existing was related to the media used to learn such as smartphone or computer. Some students did not have such media to access learning materials or lesson videos from the lecturer. In addition, the media availability such as data package, smartphone and internet connection were believed as the big challenge in implementing this approach optimally.

#### ***The Lack of Interaction***

Most of participants agreed that the clear interaction and communication is one of the way to improve student comprehension to the lesson. However, some participants found and got the gap while learning by using flipped learning. The lack of interaction made them cannot ask or clarify to the lecturer directly when they did not understand the lesson, as a result it produced a boredom in each student. In addition, it minimizing the interaction between students and lectures, and also increasing the misunderstanding in learning. It describes that the lecture needs to give and add some additional explanation to reduce unclear materials.

### *Students' Discipline*

Teacher and student are the main aspect in learning. In fact, many students cannot develop and cultivate their learning optimally due to some reasons even their teacher had helped them. It might be happened because some of students did not understand and feel difficult to access the video or watching the video that sometimes has an unclear and long duration. It sometimes made them to skip the class and not following the lesson.

From the data obtained, there are several challenges faced by the students based on the results of questionnaire and structured interview. Build upon the findings in questionnaire, most of them stated that the network and learning media issue was one of the main problem that challenge them in learning through flipped learning. The implementation of this approach is online based, therefore without a good connection, the process of learning cannot be held effectively. Therefore, the poor internet connection outside of the class is also become a factor that hinder students' learning (Gündüz & Akkoyunlu, 2019).

In addition, the internet problem is the problem faced by almost all of the students participated in this study. The weak of the internet connections might be a factors that hinder students to access the online materials (Nawi et al., 2015). Moreover, it is being a fact and also unfinished problem in Indonesia where during 76 years of its' independence, the internet connection around of this country is still limited and hasn't been available in some regions. The telecommunication statistics in Indonesia during 2015-2019 there were enhancement of the use of internet about 63,53 % in 2019. It means that almost 49 % Indonesians' society have not been able to get an adequate internet access (Sutarsih et al., 2020). Besides, the another comments stated that some students have to always providing a data package to help them to follow the learning process due to an online class needs enough and stable data connection to implement flipped learning approach. In fact, the data package availability can be burden some of them in that they have to provided it while the data package is expensive.

The less of interaction both students and lectures is believed as one of the students challenges because without communicating in face to face learning, sometimes it makes students hard to learn as well as they can. Hence, the clear interaction, communication, and other related aspect are the core competencies to be reached in learning (Chan et al., 2017). Some participants also stated that they often felt confused on understanding some materials which were given by the lecture since the lecture is not in the class at the time. Related to this challenges, a few participants also mentioned

that several students who have a less discipline challenge them to engaged more. It happened as a consequence of some students which not following the learning process both in class or out of the class. However, the discipline takes a crucial role in students' academic performances with showing their self-discipline positively in being a need (Simba et al., 2016).

As aforementioned, the teacher's role is one of the important things to solve these problems because the age, education background, dedication in online teaching and especially their role in teaching online based learning are the necessary to adapt a specific approach in teaching online (Badia et al., 2017). Accordingly, it is a fact that the technology and the utilizing of the internet in Indonesia is still limited and being a problem for almost all of the students in Indonesia. Besides the interaction between teacher and students also need to be improve, because without good interaction the aims of learning cannot be delivered well.

## **E. CONCLUSION**

Based on the findings that had been done, it can be concluded that there are two categories of students' experiences: positive and negative which were obtained from all of the participants mentioned both in questionnaire and structured interview with open ended questions. Positive experiences were divided into five: effective approach, engaging approach, efficient approach, improving students' ICT skill, and new learning approach. On the other hand, negative experiences consisted of four including; the lack of experience, time consuming, incomprehensible contents, and students feel tedious. Moreover, the challenges faced by the students in the implementation of flipped learning in their class are network and media issue, the lack of interaction and the students' discipline.

Despite these findings, this study also has the limitations. Firstly, this research only focused on the use of flipped learning approach in learning, especially in English learning. Apart of the findings, this study can contribute and has valuable insights for the development of learning approach especially in online based learning. Besides that, it can also make practical contributions for teachers and educators to design blended learning by considering this study's findings. In addition, the implementation of flipped learning in teaching and learning process has not been widely explored, therefore the researchers suggest the future researchers to conduct the deeper research in various and wider contexts. The use of the greater number of participants, and the wider scope of study,

the use of various data instruments in investigating students' perception and challenges in the use of flipped learning approach is highly recommended.

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