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## A STUDY OF STUDENTS' PERCEPTION OF FLIPPED CLASSROOM IN INDONESIAN ONLINE LEARNING

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### Abstract

Changes in learning are needed so that the teaching and learning process becomes fun so that learning objectives can be achieved. Flipped classroom is a learning model that utilizes technology and can provide a self-directed teaching environment to support student mastery and learning. This article aims to find out the views of high school students about Flipped Classroom, the role of video and social media, time spent studying, mastery of learning materials, and completeness in their online learning. An online questionnaire was provided to collect data about students' perceptions of the Flipped Classroom and to assess the role video and social media, time spent studying, completeness of subject matter, and student independence character. Interviews and observations on the Learning Management System were conducted to support the research data. Questionnaires were given to 97 students in learning Indonesian who were randomly selected. The qualitative analysis of the data was done. In general, students spend less time doing assignments or homework for Indonesian lessons when using Flipped Classroom, students enjoy learning using Flipped Classroom, and benefit from learning videos in Flipped Classroom so that it helps in mastering learning materials. This study has limitations in terms of the research sample because the study was only conducted in one school. This article illustrates that student engagement, communication, and understanding improve as a result of Flipped Classroom.

**Keywords:** Flipped classroom learning, online learning, use technology, students' perception

The traditional and monotonous teaching method is outdated today. Students make reports or group discussions; the teacher gives explanations, exercises and homework. A teacher has been doing it for many years, of course, this is their time. This is not the time for traditional methods of such learning. The reason why teaching and learning is so is because teachers lack innovation in changing the mode of teaching and learning. Therefore, to change the classroom teaching method, make the classroom attractive, and make students enthusiastic about class, it requires the creativity and innovation of the teacher.

*Changes in learning are required in order for the teaching and learning process to become enjoyable and for learning objectives to be met. Online learning is currently one of the most popular means of instruction.* (Harida, Eka Sustris, 2020). In times of epidemic, as today, online learning is a viable option. The utilization of digital technology as an online learning medium is a crucial aspect that teachers must consider. But that isn't all; technology may also be used to generate meaningful experiences in the teaching and learning process. Technology is well suited for usage as an online learning medium in face-to-face situations.

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Facing the industrial era of 4.0., digitalization has been applied in almost all aspects, not only economy and social, but also in education. In the education within 4.0., it is required that human and technology should be synchronized to invent solution to problems within society, as well as to provide opportunities of creation and innovation to improve human lives. Therefore, there should be innovative learning activities and innovation in learning activities. Innovative learning activities refers to innovative principles within the process of learning. Meaning, any newly, creative, necessary, and technology-based inventions, without excluding values and art, should be applied in the process of teaching learning activities. Whereas innovation in learning activities refers to the performance of teaching learning methodologies which invents newly, creative, necessary, valuable, and artful approaches, methods, and models as well as strategies in learning (Lustyantie, 2020). Innovation could possibly use interesting teaching techniques, creative teaching methods, innovative learning models, or technology-based medias.

The use of technology in pedagogical activities can be manifested in a real-time online learning (synchronous learning) and a non-real-time online learning (asynchronous learning) (Chaeruman, 2020). Based on this, (Chaeruman, U. A., Wibawa, B., & Syahrial, 2018) *Simultaneous learning settings are divided into two categories: learning that takes place in the same space and time (live-synchronous learning), often known as face-to-face, and learning that takes place at the same time but in different locations (virtual synchronous learning).*

*Currently, during the coronavirus disease 2019 (Covid-19) pandemic, schools are closed, the education process is carried out from home (Chaeruman, 2020).* All levels of education, from kindergarten to university, use the home-based learning method. This is a situation that teachers or lecturers, as well as students or students, must be prepared for. Teachers or lecturers and students or students must be prepared to face this condition. *The condition of all educational and learning processes is carried out online, where each teacher and student are not in the same place, but in their respective residences.* (Harida, Eka Sustri, 2020). However, learning and learning processes must continue, therefore online learning is a viable option in this case.

Online learning refers to the use of electronic technology, the internet, and digital devices in the teaching and learning process (Purushotham, 2020) . This is known as the best way to deal with the current crisis in the learning process, where face-to-face physical presence immediately switches to virtual meetings. (S. Bach, P. Haynes, 2008) it a learning system that involves technology as a learning resource where teachers and students use the internet as a medium and learning resource, where learning can be done in meetings at the same time, and can also be done by providing subject matter via the internet. Students can study whenever and wherever according to their interests.

Online learning is a flexible learning system that can motivate students to learn, be proactive and more challenging (Hamidah, 2020), and can influence student learning outcomes (Nguyen, 2017) Online learning is a natural solution for the learning process at all levels of education (including students). But this also makes students lose their concentration (Bao, 2020), because students can open other applications in their online mode, such as Facebook, WhatsApp or others, but the usefulness of online learning for learning is unquestionable, because there have been many studies that prove that online learning is very helpful in the learning process. Therefore, it becomes one of the good solutions for teaching today.

Many educational institutions have implemented ICT-based learning, especially since March 2020. Initially, ICT-based learning did not become a necessity. The COVID-19 pandemic situation that has not yet passed has made this learning model very popular. This also happened at SMA Labschool Jakarta which has implemented online learning since March 2020. Blended learning is a learning mode that uses an online system in its learning. In the blended learning system, learning is carried out in two ways, namely online and offline. Blended learning, as we all

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know, is extremely beneficial to learning and may create excellent results while also increasing enthusiasm to learn. (Alshareef, 2019).

A mixed learning model is flipped classroom learning. The learning process for understanding information in a flipped classroom takes occur outside of the virtual classroom or face to face, with activities and homework done in class. (Sams, 2012). Overseas, the flipped classroom has gained popular. (Du, 2018)(Đurović & Silaški, 2018). The aim of this approach is to overcome the challenges of teaching and learning related to time and place. According (Du, 2018), The flipped classroom has subverted the traditional teacher-cantered teaching model. In a flipped classroom, students can get learning resources from the teacher before doing face-to-face or virtual learning. What Du said was amplified by (Harida, Eka Sustris, 2020). Students acquire the information and grasp the learning material in reverse classroom online learning by reading numerous sources offered by the teacher or sources on the Internet; they can read as much material as they need. Conducting activities and questions and answers to help students understand the content covered in face-to-face meetings, whether in person in class, virtually, or virtually.

Many benefits of flipped classroom learning include making learning more active, developing teamwork, improving learning independence, and increasing classroom collaboration. (Ansori, M., & Nafi, 2018), Increase student contact with students and students with teachers or resource workers, especially for students who are missing in face-to-face or virtual learning. Recorded lessons are available for teachers and students to view.(Gough, E., DeJong, D., Grunmeyer, T., & Baron, 2017). In addition, the flipped classroom method helps improve the quality of learning in a limited time, fosters a sense of responsibility for students to learn, and improves students' independent study skills. (Yang, R. C. C., & Chen, 2020). In addition, according to (Mahalli, N. J., Mujiyanto, J., & Yuliasri, 2017) Mahalli et al. The results of the research (2019) show that teachers have a positive attitude towards the flipped classroom method because it gives students the opportunity to prepare for previous learning, thus helping teachers to conduct more in-depth and meaningful group discussions in the classroom. (Yang, 2107). In addition, according to the teachers, they also believe that the flipped classroom requires additional effort and workload when preparing the material, which creates an additional burden for the teacher.(Dweikat, K. A. J., & Raba, 2019) (Yang, 2107). Constraints such as facilities, technical limitations and constraints in the manufacture of flipped materials are also obstacles in applying the flipped classroom (Ansori, M., & Nafi, 2018).

The rapid rise of online learning and related technologies provides huge opportunities for educators to design courses that use technology to attract students. If used properly, technology can promote student participation in the learning process. Many students find it beneficial. Research has shown that it can reduce wastage, improve learning outcomes, and increase student satisfaction (Johnson, 2013). Technology and social media work hand in hand in the flipped classroom. To Create learning materials, teachers use various techniques to create videos and then upload to social media sites such as YouTube. Use video to deliver content Educators in Indonesian courses are becoming increasingly attractive. In addition to videos, technology and social media provide teachers with more opportunities to meet the needs of learners.

Collins and Halverson believe that one of the advantages of information technology is the customization of users. Computers can be used to respond to learners' specific interests and difficulties, and provide content on any topic of interest to personalize learning (Collins, A. A., & Halverson, 2010). For example, Khan Academy has created a question practice database that reflects the quality and speed of students' answers. If students answer the first few questions quickly and accurately, they may be prompted to enter the next learning module, and students with difficulties will receive feedback and be prevented from receiving remedies. As a result of these

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applications, a non-linear learning approach that meets the knowledge needs of students is provided (Academy, 2012).

Based on the above definition, this study aims to investigate students' impressions of Flipped Classroom, as well as if Flipped Classroom aids students in mastering educational materials, collaborating, and becoming independent.

### **METHOD**

For this study, the researcher chose qualitative research as the methodology used (Palmer & Bolderston, 2006). Qualitative research is an interpretative approach, which attempts to gain insight into the specific meanings and behaviours experienced in a certain social phenomena through the subjective experiences of the participants.

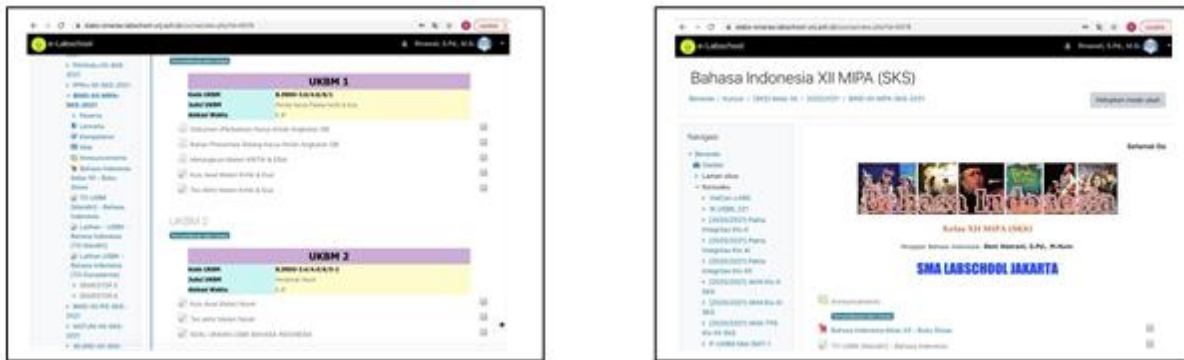
Data collection in this study, researchers used questionnaires. For the questionnaire, the researcher used a closed ended question consisting of nineteen questions, the main purpose of the questionnaire was to provoke students about flipped classroom in Indonesian online learning. This data was obtained through questionnaires of 97 students in SMA Labschool Jakarta. Students were given questionnaires about their opinions on the Flipped Classroom, the role of learning videos, and social media, time spent studying, completeness of subject matter, and student independence character.

The using a 5-point Likert-type scale (strongly agree, agree, neutral, disagree, and strongly disagree), as well as the ranges of scale score as (5, 4, 3, 2, 1). Likert type data are commonly used to measure attitude providing a range of responses to a given question or statement. Typically, there are five categories of response: from strongly disagree to strongly agree, although there are arguments in favor of scales with seven or with an even number of response categories.

### **RESULTS AND DISCUSSION**

The Flipped Classroom model at SMA Labschool Jakarta is introduced to its students with the term Independent Learning Activity Unit (UKBM). Learning Activity Units are small lesson units arranged sequentially from easy to difficult. The unit of study is the labelling of students' learning mastery of knowledge and skills which are arranged into units of learning activities that involve learning time units, for example 2x45 minutes (90 minutes). The UKBM contains Core Competencies (KI) and Basic Competencies (KD) as well as individual learning strategies to achieve the predetermined learning load. In UKBM, in addition to labelling students' mastery of knowledge and skills, it is also expected to have an impact on the development of characters needed in 21st century life such as critical thinking, acting creatively, working together, communicating, and others.

SMA Labschool Jakarta develops UKBM based on e-learning. UKBM based on e-learning is an Independent Learning Activity Unit that is managed online at SMA Labschool Jakarta. Online learning activities are carried out synchronously or asynchronously. Synchronous e-learning is electronic learning carried out or carried out at the same time where the teacher is teaching, and students are learning. This enables for direct engagement between teachers and students, whether through the internet or the intranet. In contrast, asynchronous means "not at the same time." As a result, neither professors nor students must use the e-learning system at the same time. A screenshot of SMA Labschool Jakarta's e-learning is shown below.



Based on the results of interviews with the deputy principal of the academic field (interview, June 11, 2021), it is possible that students are not familiar with the term Flipped classroom, therefore the author uses the term UKBM to replace the term Flipped Classroom in survey questions. According to academic representatives, the students did not know the term Flipped Classroom; meanwhile, they use it in their learning process. They have a positive response to Flipped Classroom.

The following is the answer to the questionnaire that the students of SMA Labschool Jakarta answered.

#### General perception of students about Flipped Classroom

Six items are used to gauge students' overall impressions of Flipped Classroom. These components are all meant for the Flipped Classroom model application: 1, 2, 3, 4, 5, and 6. In comparison to traditional classes, learning through UKBM makes me feel more involved. This item's outcomes are really positive. Twenty-six people (26%) strongly agree, forty-one people (41%) agree with the statement, shown in Figure 1. Only 15 people 15% of respondents disagree, and three people (3%) strongly disagree. The results showed that Flipped Classroom made students more involved in learning.

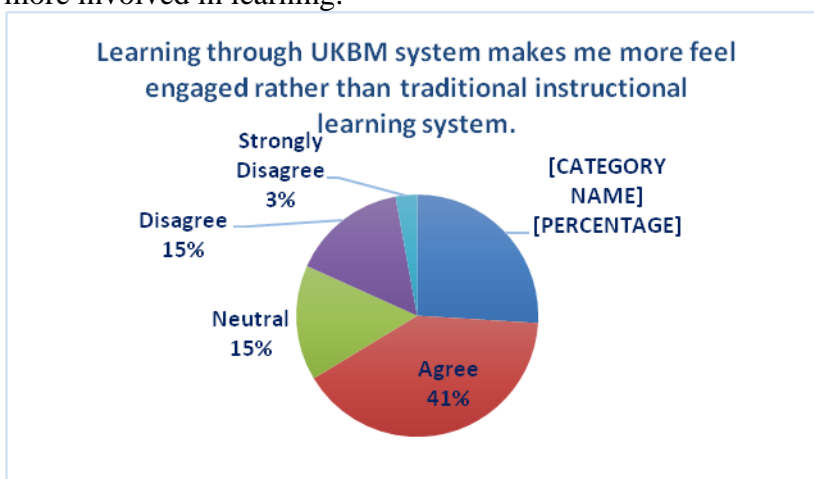


Figure 1: Learning with Flipped Classroom makes students feel more involved

Point 2: No students strongly agree with the statement: I will not recommend Flipped Classroom to friends. Seventy-eight people (82%) said they strongly disagreed or strongly disagreed with this statement, while only 8% said they agreed (shown in Figure 2). The findings revealed that students thought Flipped Classroom was worth recommending to their friends.

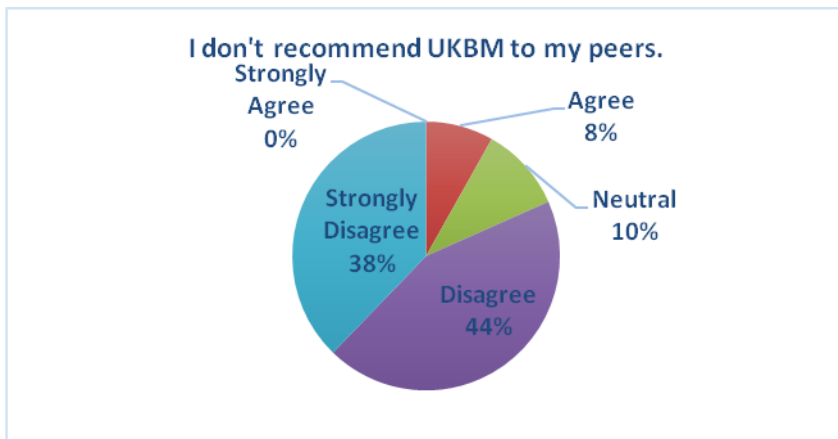


Figure 2: Students believe that Flipped Classroom deserves to be recommended to friends.

Statement points 3 which contains Learning through UKBM gives me wider opportunities to communicate with my friends, only three students (3%) answered strongly disagree, nine students (9%) disagreed, the remaining seventy-two people (75%) agreed and strongly agreed that UKBM provides opportunities for students to communicate with their friends (Figure 3). The results showed that Flipped Classroom made students communicate more widely with their friends.

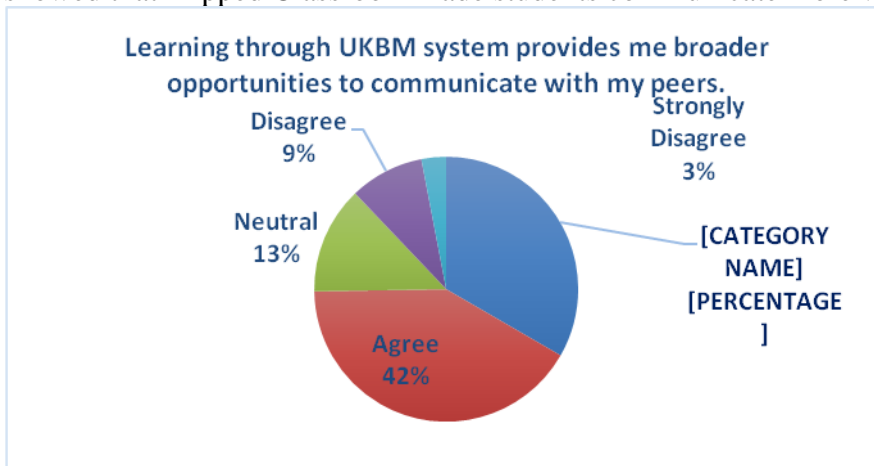


Figure 3: Flipped Classroom allows students to communicate more widely with their friends.

Statement 4 regarding I regularly watch video assignments uploaded by teachers in e-learning at SMA Labschool Jakarta, it is known that 68% answered that they routinely watch video assignments uploaded by teachers. The results of students' answers are shown in Figure 4.

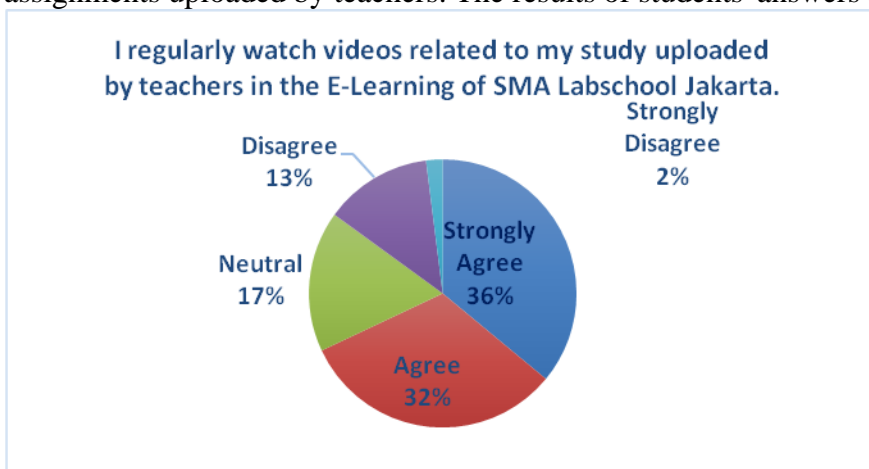


Figure 4: Students routinely watch video assignments uploaded by teachers on LMS

In point 5, the statement that I feel more motivated to learn Indonesian through UKBM received various responses from students. Forty-four people (45%) were highly motivated, twenty-two people (22%) were motivated, and sixteen people (17%) were unmotivated, and only 2 people (2%) were highly unmotivated studying with Flipped Classroom. The results showed that students felt more motivated to learn Indonesian with Flipped Classroom (figure 5).

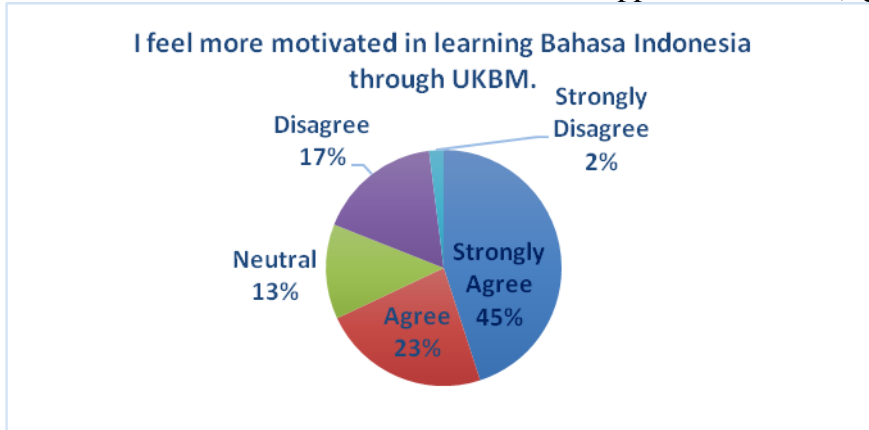


Figure 5: Flipped Classroom motivates students to learn Indonesian

Statement 6 Studying through UKBM helps me to improve my Indonesian language skills I get positive feedback from students. Sixty-six students (68%) felt that Flipped Classroom helped improve students' Indonesian language skills. Only 4 people (4%) felt that Flipped Classroom did not help improve students' language skills.

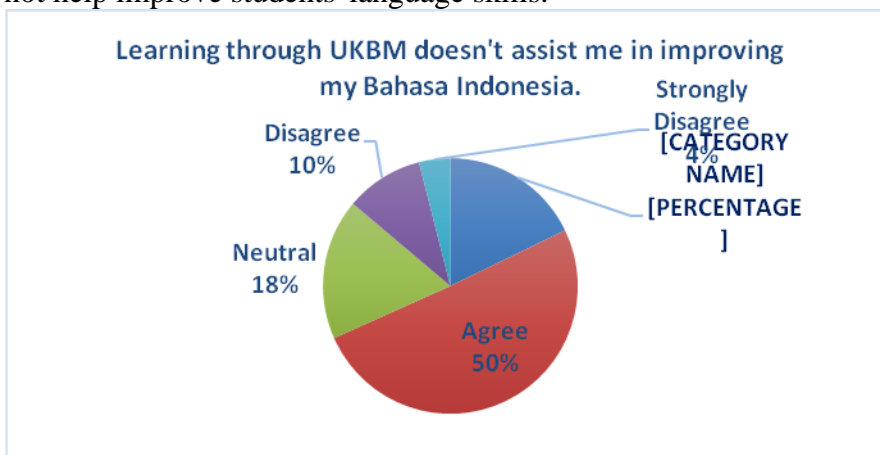


Figure 6: Learning with Flipped Classroom helps students improve their Indonesian language skills

#### Video and social media

Items 7, 8, 9, and 10 are statements to find out the role of learning videos and social media in Flipped Classroom. Learning videos have an important role in Flipped Classroom learning as well as social media. Social media is very familiar among students today. Point 7 states: I like to watch the learning videos available in the e-learning of SMA Labschool Jakarta. The results of this item are mixed. While only 13% disagreed or strongly disagreed, 73% agreed and strongly agreed. Twenty-nine percent, or 13 students, disagreed and 1 person strongly disagreed with the statement (See Figure 7).

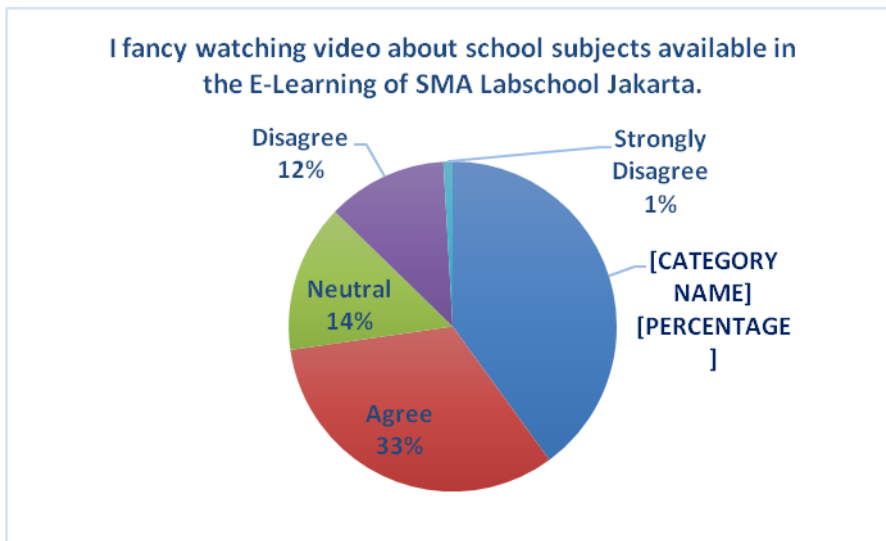


Figure 7: Students enjoy watching educational videos.

Point 8 states that social media is an irrelevant element of the learning experience for me, whether I'm studying with UKBM or in person. According to those who disagree, social media is a vital aspect of learning for up to 54 percent of kids (figure 8).

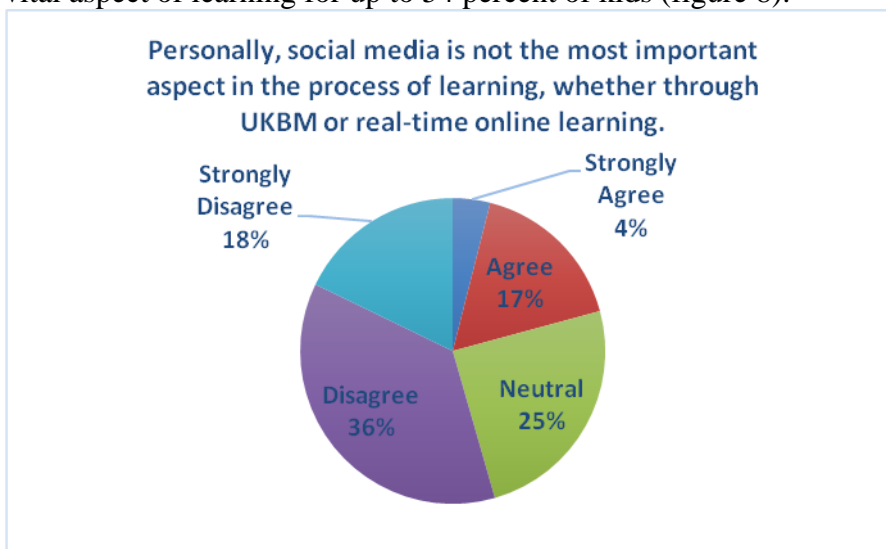


Figure 8: social media is an important part of learning

Point 9 contains the statement: Rather than watching learning videos, I prefer to pay attention to the teacher as he or she explains the material. Only 6% disagree and strongly disagree with this statement, while 67% agree and highly agree with it (See Figure 9). Students liked teachers who communicated the content to them, according to the findings.



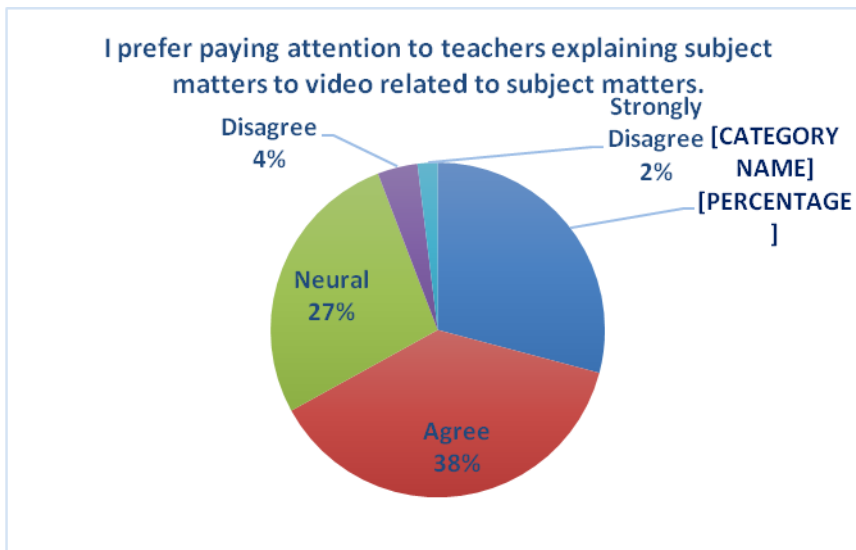


Figure 9: paying attention to teachers explaining subject matters to video related to subject matters

The tenth and last question is concerning video and social media. This statement includes a link to a learning video provided by the teacher in elabs, which greatly aided me in repeating the subject delivered in the meeting via Zoom media. 70% of students found the video clip provided by the teacher to be helpful in understanding the lesson. While as much as 12% of people disagree with this statement. It can be seen in Figure 10. The results of the study show that learning videos help students understand the subject matter.

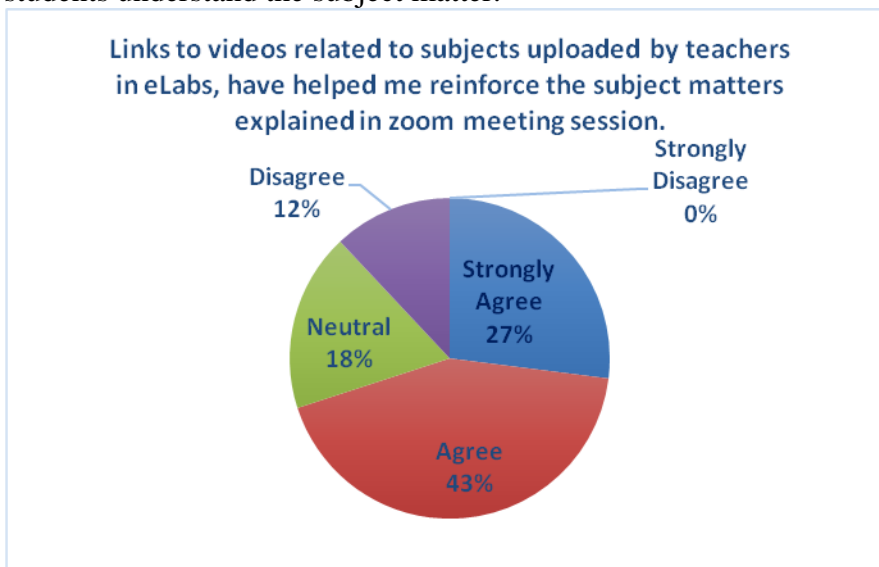


Figure 10: Learning videos help students understand the subject matter

### Time

Items 15 and 16 ask about students' time spent. These items want to know about the time spent by students studying with Flipped Classroom and the time when doing homework or Indonesian assignments. Point 15 states that Studying through UKBM makes me spend less time doing assignments or homework in Indonesian lessons. Sixty one percent of students answered agree and strongly agree with this statement. The results show that with Flipped Classroom less time is spent on assignments or homework (figure 11).

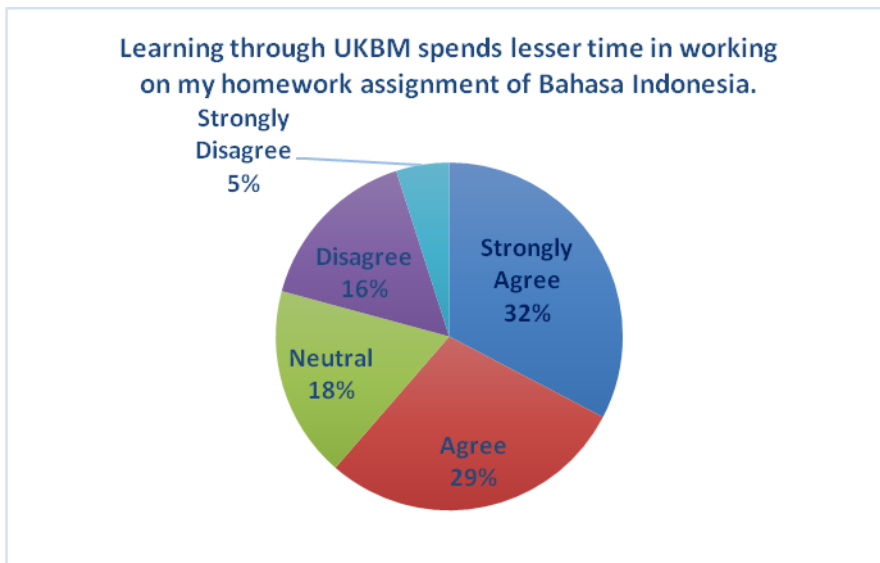


Figure 11: Flipped Classroom makes students spend less time doing assignments or homework

Point 16 states that Studying through UKBM allows me to save time in learning Indonesian. This item got the result that 80% of students answered agree and strongly agree. As many as 10% of students answered disagree. Shown in figure 12.

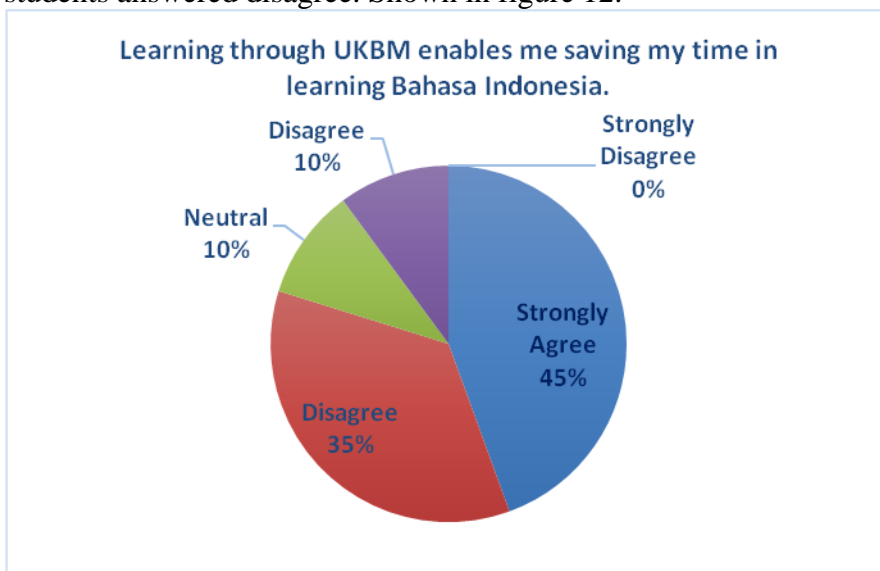


Figure 12: Flipped Classroom saves student study time

#### Completeness of subject matter

The next items 12, 13, 14, and 17 are asking about students' learning completeness in the Flipped Classroom. Point 12 states that I like to take online tests and practice questions through elabs. Elabs using Moodle is a mechanism used to incorporate mastery learning into Flipped Classroom. Seventy-five percent agree and strongly disagree with this statement. Three percent disagree and strongly disagree. The results showed that students liked to do online tests and practice questions (see Figure 13).

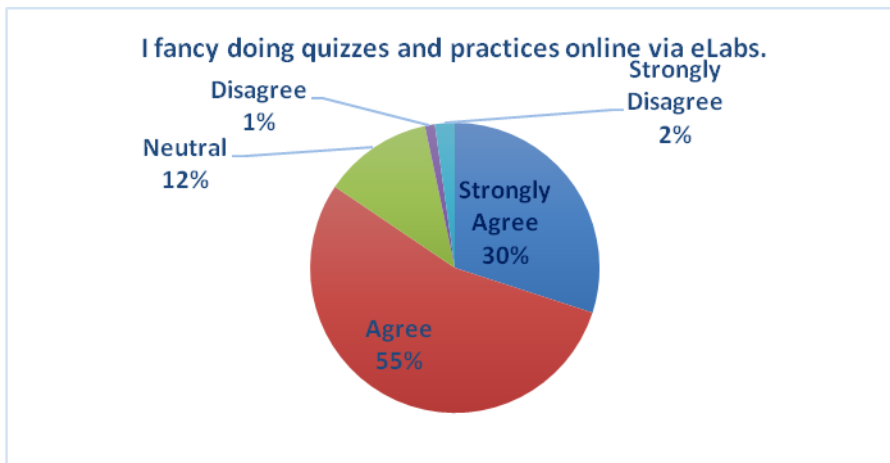


Figure 13: Students like to take online tests and practice questions

Item 13 states that I feel that my mastery of understanding Indonesian has improved when studying through UKBM. Students answered agree and strongly agree with this statement amounting to 61%, while those who answered disagree and strongly disagree as much as 17%. The results showed that the Flipped Classroom improved students' mastery of understanding Indonesian (figure 14).

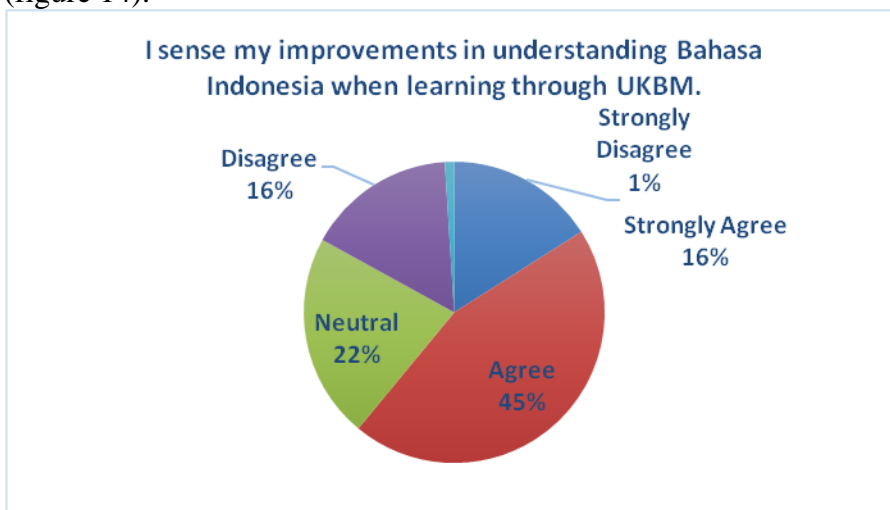


Figure 14: Flipped Classroom improves students' mastery of Indonesian comprehension

Point 14 states that I can follow the learning process well through UKBM and when face-to-face through zoom meetings. Students answered agree and strongly agree with this statement as many as 73%, while those who answered disagree and strongly disagree as much as 7%. The results showed that students did not experience difficulties when participating in the Flipped Classroom (see Figure 15).

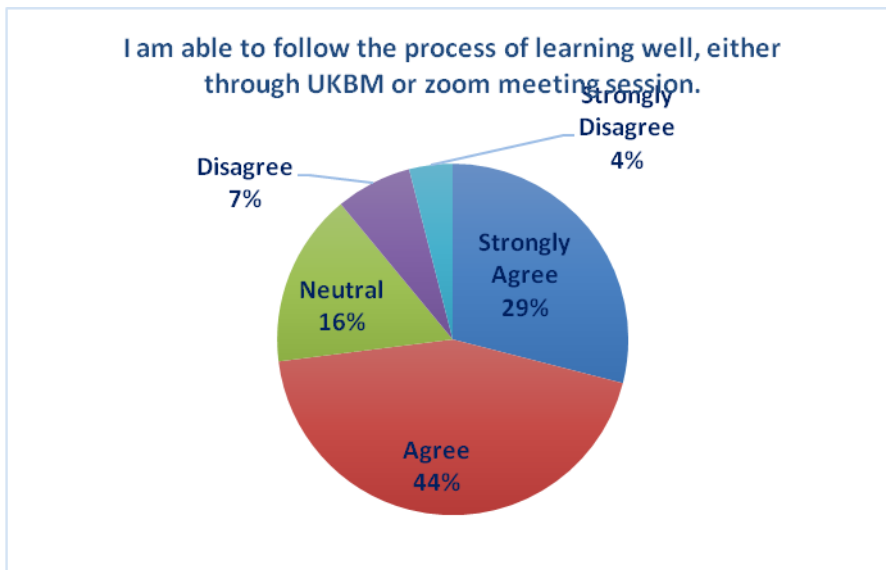


Figure 15: students do not experience difficulties when following the Flipped Classroom

In UKBM, I receive instructions for a very methodical learning flow that makes it easier for me to understand concepts in Indonesian topics, according to point 17. Students who agreed or strongly agreed with this statement accounted for 69 percent of the total, while those who disagreed or strongly disagreed accounted for 13 percent. (See figure 16)

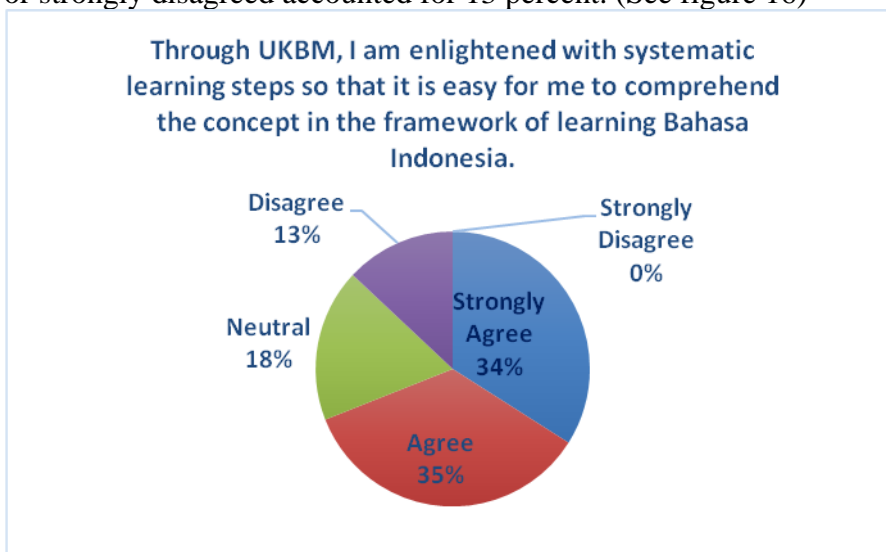


Figure 16: Flipped Classroom makes it easier for students to understand the concept

### Independence

Items 11 and 18 are to find out how students feel when they are in a class that demands independence. If they learn on their own initiative, it will be easy for them to regulate how they learn. Point 11 states that I prefer my classmates to have the same speed in absorbing learning. Fifty-one percent of students answered agree and strongly agree. A total of 11% answered disagree and strongly disagree. Shown in figure 17.

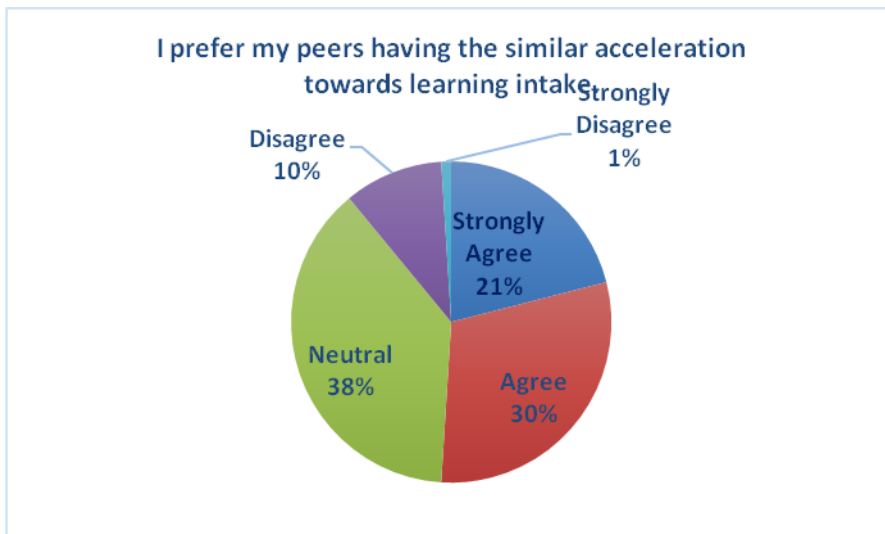


Figure 17: Students prefer to have the same speed as their friends in understanding the lesson

Point 18 states that Learning through UKBM is very suitable to be done during a pandemic, because students' independence in understanding learning is done before the teacher gives confirmation, as many as 80% answered agree and strongly agree and 9% stated disagree and strongly disagree. The results of the study show that Flipped Classroom is very suitable to be applied during a pandemic (shown in picture 18).

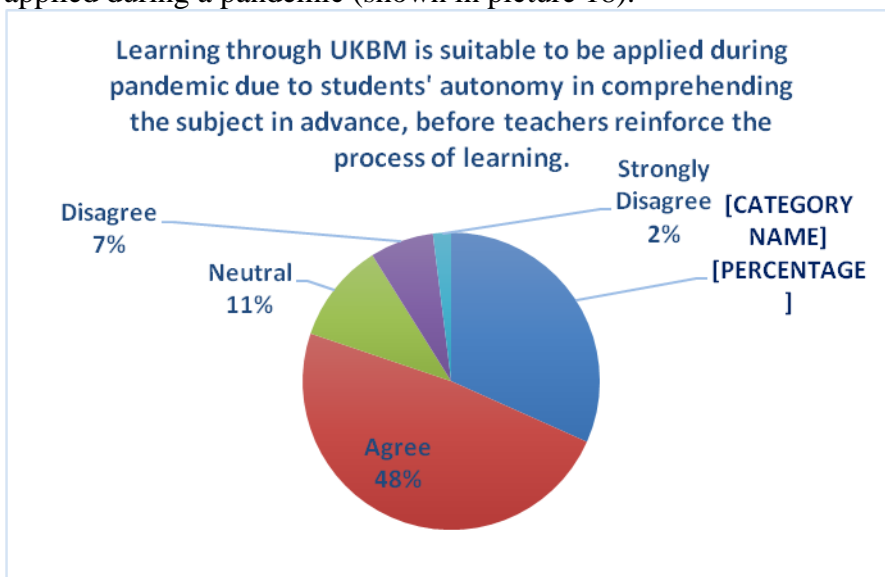


Figure 18: Flipped Classroom is very suitable to be applied during a pandemic

From several questions posed in the questionnaire to 97 students, it can be concluded that Flipped Classroom makes students more involved than learning in traditional classrooms which are more instructional in nature.

#### General perception of students about Flipped Classroom

Six items are used to gauge students' overall impressions of Flipped Classroom. These components are all meant for the Flipped Classroom model application: 1, 2, 3, 4, 5, and 6. In comparison to traditional classes, learning through UKBM makes them feel more involved. Only 8% would not recommend Flipped Classroom to a friend. Only 12% feel Flipped Classroom does not provide an opportunity to communicate with other friends. Most students respond positively that

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Flipped Classroom supports their learning. Students find that they have further opportunities to communicate with their classmates and teachers and they are involved in classroom activities that increase their understanding of Indonesian lessons.

#### *Video and Social Media*

Items 7, 8, 9, and 10 are statements to find out the role of learning videos and social media in Flipped Classroom. Learning videos have an important role in Flipped Classroom learning as well as social media. Only 4% answered that the role of video and social media is not important. There are 15% of students who stated that they do not like watching video lessons given by the teacher.

#### *Use of time*

Items 15 and 16 ask about students' time spent. These items want to know about the time spent by students studying with Flipped Classroom and the time when doing homework or Indonesian assignments. Eighty percent agree that Flipped Classroom saves time in studying and completing their homework.

#### *Completeness of subject matter*

The next items 12, 13, 14, and 17 are asking about students' learning completeness in the Flipped Classroom. Only 4% felt that their Indonesian language learning did not improve because of Flipped Classroom. The majority of students also responded positively that Flipped Classroom could improve their Indonesian language skills.

#### *Student Independence*

In the end, online learning using Flipped Classroom is very suitable to be done during a pandemic, with Flipped Classroom students' independence in understanding learning is done before the teacher confirms.

## **CONCLUSION**

Students in Flipped Classrooms perform less homework than students in regular classrooms, according to the findings of this study, which contribute to the Flipped Classroom field of research. This data refutes the notion that students in a Flipped Classroom accomplish more homework to free up time for normal classes. Furthermore, students say that in a Flipped Classroom, time is used more efficiently. As a result, students have more time to complete daily duties or exercises, as well as finish the video lectures for the following day at the end of class. When using a Flipped Classroom, students have more free time. The research also found that pupils prefer learning in the Flipped Classroom. This is supported by quantitative evidence and teacher interviews. When using Flipped Classroom, students have greater flexibility when studying. Students can still communicate with the teacher and other students, and learning exercises can still be completed. Students' judgments of student participation, communication, and knowledge improved as a result of Flipped Classroom, according to the research.

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