



Student Engagement in Flipped English Classrooms: A Case Study of General English for Adults in an English Course in Jakarta

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Abstract

This research investigates the influence of flipped learning on the engagement of adult participants in non-formal English language programs, considering diverse language proficiency levels. Employing a comprehensive methodology involving observations, interviews, and surveys, the study assesses engagement indicators and captures participants' perspectives. The incorporation of pre-class materials emerges as a significant contributor, empowering students to anticipate and prepare for in-person sessions, thereby fostering confidence and active participation in class discussions. The integration of collaborative group work further enhances engagement by introducing diverse viewpoints. Survey findings align with observations and interviews, affirming the effectiveness of the flipped learning model in augmenting student engagement. The approach also positively impacts students' perceptions of English learning, encouraging a deeper exploration of its practical relevance. This study highlights the crucial role of flipped learning in fostering dynamic and meaningful student engagement, offering valuable insights for educators seeking to optimize their teaching methodologies. Acknowledging limitations in sample size and educational context, the research emphasizes the necessity for future studies in more diverse settings.

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INTRODUCTION

In the dynamic global educational landscape, language acquisition plays a pivotal role in effective communication and personal development. Indonesia's educational framework, as outlined in Undang-Undang Nomor 20 Tahun 2001, focuses on intentional teaching and learning activities to



unlock students' potential. The recent Merdeka Belajar Curriculum (Keputusan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 56/M/2022) indicates a significant shift towards student-centered learning, emphasizing adaptability to individual characteristics. The flipped learning model highlights this type of learning as it encourages students to independently study and/or review materials before face-to-face sessions with their teachers. Exemplified by Johnson (2013) and Bishop & Verleger (2013), this approach seeks to deepen student engagement through interactive activities, group discussions, and collaborative projects during in-person sessions; thus, encouraging students to adjust the learning process with their learning styles.

Johnson (2013) defines flipping the classroom as a method of maximizing student participation while limiting direct instruction. It encourages a student-centered strategy rooted in constructivism and collaborative learning theory Bishop & Verleger (2013). This, in turn, can get the students involved in active learning that fosters creative thought (Roehl, Reddy, & Shannon, 2013) and takes more responsibility for their learning, shifting the roles of the teachers from educating to assisting and training (Wein, 1997, as cited in Sunarto, 2012). Student activeness manifests through various activities such as reading, discussing, listening, writing, drawing, experimenting, remembering, and emotional engagement (Sudjana, 2010).

Another perspective by Agustina (2015) views it as a strategy where students engage with pre-class materials at home, allowing class time for interactive activities. According to Tucker (2012, in Roehl, Reddy, & Shannon, 2013), students use class time for problem-solving, building concepts, and collaborative learning. Sudjana (2010) states that activeness correlates with participation, problem-solving, seeking clarification, information search, group discussions, self-assessment, and scholastic etiquette. Bond et al. (2020) define student engagement as the energy and effort students invest in their learning community, observable through behavioral, cognitive, or affective indicators., each influencing perseverance, interest, and self-regulatory strategies. Understanding these components is crucial for enhancing persistence, achievement, and retention (Finn, 2006; Kuh et al., 2008).

Purnawan (2015) explores the flipped classroom model's impact on student activity using e-books in a high school multimedia class. Bond (2019) reviews 107 articles on flipped learning, showing positive effects on engagement but noting varying student perceptions. Steen-Utheim & Foldnes (2017) find high student engagement in a flipped classroom in higher education, and Ansori & Nafi' (2018) highlight positive responses and challenges in an Indonesian context. While the flipped learning model has gained traction in traditional educational settings, its impact on adult learners in non-formal English language education settings, especially in Indonesia, remains underexplored. Existing research tends to focus on formal educational environments, leaving a notable gap in understanding the dynamics, challenges, and opportunities associated with implementing the flipped learning model for adult English language learners in non-formal settings.

This study addresses the gap in understanding the impact of the flipped learning model on adult English language learners in non-formal education settings, focusing on General English for Adults classes in Lembaga Bahasa (LB) LIA Pramuka, Jakarta. LB LIA strives to create an environment where teachers act as facilitators, using diverse strategies to actively engage students, and embracing innovative teaching methodologies, including the flipped learning model, to foster student independence and participation. As the unique challenges faced by adult learners necessitate a closer examination of pedagogical strategies beyond traditional approaches, this study aimed to investigate



how the flipped learning model impacts adult learners' engagement in learning English in non-formal education settings, along with the challenges and opportunities associated with its implementation. This research contributes theoretically by advancing knowledge on the flipped learning model's impact on non-formal English language education for adult learners. Practically, it benefits educators, researchers, and policymakers by offering insights into effective English learning models, especially in the current global context.

RESEARCH METHOD

The study adopts a qualitative case study approach to delve deeply into understanding how the flipped learning model influences student engagement in LB LIA Pramuka's General English course for adults. This research design facilitates an in-depth examination of the phenomenon within its real-life context, offering nuanced insights into participant experiences and perceptions. By utilizing multiple data sources and diverse perspectives, the case study method allows for a comprehensive analysis of the phenomenon's features (Baxter & Jack, 2008). Investigating the flipped learning model in its natural setting recognizes the influence of context (Kaarbo & Beasley, 1999), making a case study particularly suitable for gaining context-specific, in-depth information.

Qualitative data, in the form of statements, descriptions from interviews, observations, and questionnaires, are collected to comprehend and interpret human and social behavior within the specific social context (Ary, 2006). The observation points from Bond's indicators of engagement and disengagement (2019) serve as the foundation for developing interview and questionnaire questions. This intentional integration aims to triangulate the data collected during the observational process, enhancing the overall methodological rigor and depth of the research. The primary data source is the students participating in the flipped classroom – specifically, students of General English for Elementary (GEE) 2 and General English for Pre-Intermediate (GEP) 3 from the General English for Adults course program Term III/2023 at LB LIA Pramuka. Utilizing systematic and structured observation, the researcher observed and recorded indicators of student engagement, such as active participation, task completion, collaboration, and attentiveness, over a period of eight-week class sessions. Semi-structured interviews with eight selected students were conducted to delve deeper into their perceptions, experiences, motivations, challenges, and suggestions related to engagement in the flipped learning model. A qualitative survey distributed to 37 participating students was conducted to provide a flexible and comfortable environment for participants to share their perceptions of the flipped learning model, fostering open communication. The data then went through the analysis process which involved three key steps: organizing the data, summarizing the data, and interpreting the data. Thresholds for categorizing overall scores into different levels of engagement are established to facilitate a clear interpretation of the data.

RESULTS AND DISCUSSION

A. Findings

The Impacts of the Flipped Learning Model

Observation

During the observation phase of this study, various student engagement behaviors were observed, one of which was active participation and discussion. During the flipped learning sessions, active participation and engaging discussions among students were prominent. Notable student engagement behaviors included frequent questioning, which demonstrated curiosity and a desire to clarify concepts. Additionally, students took the initiative to start discussions, showcasing a proactive approach to learning. Further, they actively provided explanations and insights to their peers, fostering a collaborative learning environment. This collective involvement underscores the effectiveness of the flipped learning model in encouraging engagement and a sense of shared learning among students.

Collaborative problem-solving became another observable result. Collaboration occurred as a central and significant aspect of the flipped learning sessions, with students actively engaging in group problem-solving, and sharing their thoughts and ideas to enrich the learning experience for all participants. The environment cultivated a high level of cooperation among the groups, as evidenced by their effective completion of assigned activities, emphasizing the value of teamwork and collective effort in the pursuit of shared learning goals.

Observation also revealed that students had varied learning paces, even though they belonged to the same level of language competency. The flipped model allowed students to progress at their own pace. Some students moved ahead, completing flipped materials faster, while others took more time to grasp the concepts, benefiting from the ability to review the materials at their own convenience.

Flipped learning can also help develop critical thinking skills. The significant development of critical thinking skills among students was evidenced by their adeptness in analyzing information and deconstructing intricate topics into manageable elements. Furthermore, students demonstrated their ability to evaluate the validity and relevance of concepts, showcasing a deeper comprehension of the material. Notably, they seamlessly connected classroom concepts to real-world scenarios, underscoring their aptitude for applying newfound knowledge. Finally, students confidently expressed independent thoughts and perspectives, illustrating a commendable level of intellectual autonomy.

Another key observation result that emerged was the increased intrinsic motivation. Many students appeared motivated to explore topics beyond the curriculum, demonstrating a genuine interest in learning. Self-directed learning was evident as students took ownership of their learning process, showing initiative in exploring additional resources, and seeking clarification.

Interview

Interviews revealed several essential findings in the implementation of flipped learning. Students generally expressed positive feelings towards the flipped learning model in this classroom. They appreciated the use of pre-class videos and materials as it provided them with an opportunity to engage with the content before the in-person sessions.

“Kan sebelum kelas itu kan pasti dikasih materi buat catatan lah, apa lah. Nah itu kita bisa lebih tahu aja. di di kelas kita tinggal diskusi aja. Tinggal nanya apa yang kita kurang tahu, ... mungkin di kelas kita kayak habis waktu juga, masih bahas kosakata ini artinya apa. Tapi kalau udah dikasih dari jauh-jauh jam masuknya, udah siap gitu lah, tinggal diskusi apa yang kurang ngerti.” (Student 6)

Some students expressed that they feel they lack proficiency in using English, and by using flipped materials, they feel more confident speaking in class, especially because they have anticipated and prepared themselves better mentally and cognitively.

“Aku sekarang suka pakai Google Translate, karena itu membantu aku dan aku emang belum tahu yang kosakata banyak banget, kadang sering lupa juga. Jadi aku kaya ngebantu dengan kosaktanya itu yang maksudnya” (Student 5)

“Nah, jadi kita bisa baca-baca terlebih dulu materi-materi yang tersedia di Google Classroom, di flipped material itu. Jadi kita ga terlalu bingung kayak, plang-plongo mau bahas materi apa, ini materi apa. Jadi udah tau point materi yang bakal dibahas apa. Jadi ya, lancar aja.” (Student 3)

Moreover, the students also enjoy the flipped materials as it makes them understand and follow the lesson better in class. Even though one student admits that the preparation is quite a lot, they stated that it helps to freshen their memories as they have limited time to study in class.

“Tapi kadang suka lupa juga. Saya kan dari sekolah udah capek. Menurut aku lebih tambah gitu. Terus membantu mengingat kembali gitu, kaya kosakata itu tuh gimana gitu.” (Student 5)

The majority of students found the class to be more interesting and enjoyable compared to traditional classes. They cited the interactive nature of in-person activities and the chance to delve deeper into the subject matter as reasons for their increased engagement.

“Iya, merasa lebih paham. Terus kayak lebih ngerasa kayak, ini penggunaannya buat ini, bisa buat ini. Jadi, ya udah. Lebih mendalami, jadi kaya lebih berteman kosakata itu.” (Student 6)

Students describe the learning process to have become more colorful and enjoyable because everyone comes prepared and ready to deepen their knowledge and give their personal opinions.

“Iya, lebih menarik karena kita bisa ngasih tahu pendapatnya itu kayak gimana jadi kita lebih tahu gitu loh, and we can know each other.” (Student 4)

“Diskusinya jadi lebih connect antara satu yang lain-lain karena materinya sudah diajarin sebelum ke kelas jadi lebih nyambung, synergizing.” (Student 2)

They also stated that they feel more comfortable learning in this environment rather than in a traditional classroom.

“Sebenarnya flip material ini ya mempermudah. Tapi bukan suka belajar bahasa inggris ya, masih sama aja sih. Tapi memang bukan salah satu faktor tapi karena mempermudah, jadi ya bagus. Lebih nyaman.” (Student 2)

Students provided examples of how the pre-class videos and materials had helped them better understand the topics. They mentioned being able to use the internet to browse further about the flipped material and topics being discussed later on in the classroom.

“Aku sekarang suka pakai Google Translate, karena itu membantu aku dan aku emang belum tahu yang kosakata banyak banget, kadang sering lupa juga. Jadi aku kaya ngebantu dengan kosaktanya itu yang maksudnya. ... liat google itu untuk beberapa kata-kata yang aku nggak tahu.” (Student 5)

They stated they can grasp challenging concepts, and have access to supplementary resources that offer different explanations to cater to their learning preferences.



"...kalau yang udah dikasih flipped material kan kita bisa nyari referensi lain sebelum kelas. Jadi nanti pas di kelas kita bisa ngasih pendapat, 'oh, di ini, sumber ini, pengertiannya ini, kalo di flipped material ini, kalo di penjelasan ini.' Jadi kita bisa menemukan intinya yang dibahas." (Student 6)

The pre-class materials offer several benefits by eliminating the element of surprise in the classroom setting and giving them the chance to mentally prepare themselves better.

"When I really learn at [LIA], here, she explained it. At least, I don't have an empty brain. I have something, like "Oh, I know it. She sent this before. Okay. At least I have something before I do it [the class]. ... preparation jadi bisa lebih siap, gak kaget sama apa yang diajarin." (Student 1)

Students have access to relevant content and resources before the in-person sessions, enabling them to gain a foundational understanding of the topics to be covered. This preparation time empowers students to familiarize themselves with the subject matter, review concepts at their own pace, and resolve any initial doubts or questions that may arise.

"Iya, ada waktu itu kan, sebelum itu gurunya sent me this link, terus aku sempat buka terus pas aku masuk ke kelas gurunya ngejelasin kayak gini. Perasaan aku sih jadi kayak, oh ya udah aku jadinya tuh bisa menyiapkan materi yang gitu loh ya, Mr. Brandon ngirim jadi aku tau, oh ini lessonnya terus aku kayak, coba-coba baca-baca dulu." (Student 4)

By being adequately prepared, students can actively participate in in-class activities, discussions, and problem-solving exercises. This readiness fosters a conducive learning environment where students feel more confident and comfortable contributing to class interactions.

"Iya, bener jadi aku bisa berani ngomong kayak berani di jawab, kayak misalnya questions yang Mr. Brandon kasih." (Student 4)

In-person class activities were highlighted as a significant contributor to student engagement. Students enjoyed working collaboratively with their peers on group activities and participating in discussions. They noted that the interactive nature of these activities encouraged them to share ideas and perspectives openly.

"I prefer yang dikasih flipped material. Jadi enakan gitu. Kalau misalnya langsung masuk kelas, kesannya tuh kayak bener-bener nunggu banget materi apa yang dianuin. Terus kita juga nggak tahu harus nyari kemana, cuma ya udah, berdasarkan penjelasan burunya, kalau yang udah dikasih flipped material kan kita bisa nyari referensi lain sebelum kelas. Jadi nanti pas di kelas kita bisa ngasih pendapat, "oh, di ini, sumber ini, pengertiannya ini, kalo di flipped material ini, kalo di penjelasan ini. Jadi kita bisa menemukan intinya inti yang dibahas." (Student 6)

The opportunity to seek help or ask questions during in-person sessions was valued by the students. They felt comfortable seeking clarification from the teacher and their peers, which helped them reinforce their understanding of the pre-class materials.

"...di kelas kita tinggal diskusi saja. Tinggal nanya apa yang kita kurang tahu. ... Terus juga di flipped material itu kan dikasih chance atau kesempatan buat kita ngerjain beberapa kali sampai bener semua atau sampai paham sendiri dulu. Terus kalau sekiranya belum paham, yaudah tinggal lanjut nanya di kelas." (Student 6)

According to the students, working in groups during in-person sessions provides them with valuable insights and diverse perspectives on the topics. Collaborative group work allows them to



gain a deeper understanding of the subject matter by considering different viewpoints from their peers. This exchange of ideas fosters a supportive learning environment, encouraging students to share their thoughts and learn from each other's interpretations.

"Jadi kita udah punya kasih opini masing-masing gitu ya. Jadi ketika diskusi tinggal tumpahin semuanya." (Student 6)

"...kalau yang udah dikasih flipped material kan kita bisa nyari referensi lain sebelum kelas. Jadi nanti pas di kelas kita bisa ngasih pendapat," (Student 6)

Additionally, the students highlighted that group work becomes particularly beneficial when all students have engaged with the pre-class materials. When their peers have also completed the flipped materials, it results in a shared foundation of knowledge and a common starting point for discussions. This shared understanding facilitates more meaningful and productive interactions during in-class activities, as students can delve into deeper analyses and express their personal opinions on the subject matter.

"Iya, tentu malah lebih baik. Malah terbantu kalau misalnya semuanya udah paham Mereka udah buka yang namanya flipped material, tinggal diskusi aja. Terus mereka udah pada ngerti, "Oh yang akan kita gunakan ini, yang akan kita bahas ini." Jadi kita sama-sama bertukar pendapat di dalam kelompok itu. Jadi tinggal yaudah, jadikan satu pendapatmu untuk dibahas." (Student 6)

The students also mentioned that working in groups during in-person sessions not only provides valuable insights and diverse perspectives on the topics but also fosters personal connections among students. Collaborative group work allows them to know their peers better, strengthening relationships and creating a supportive learning environment. When all students have engaged with the pre-class materials, it facilitates more meaningful discussions and allows for a deeper exploration of the subject matter, enhancing both academic and social growth.

"Bisa kenal sama orang lain yang di grup itu sih. Karena kalau gak ada group work, kaya susah, mereka individualis gitu. Susah to reach out gitu." (Student 1)

Questionnaire

Investigating the impact of the flipped learning model through survey responses yields valuable insights into its effectiveness and benefits. Here are several noteworthy key findings:

1. Before face-to-face session

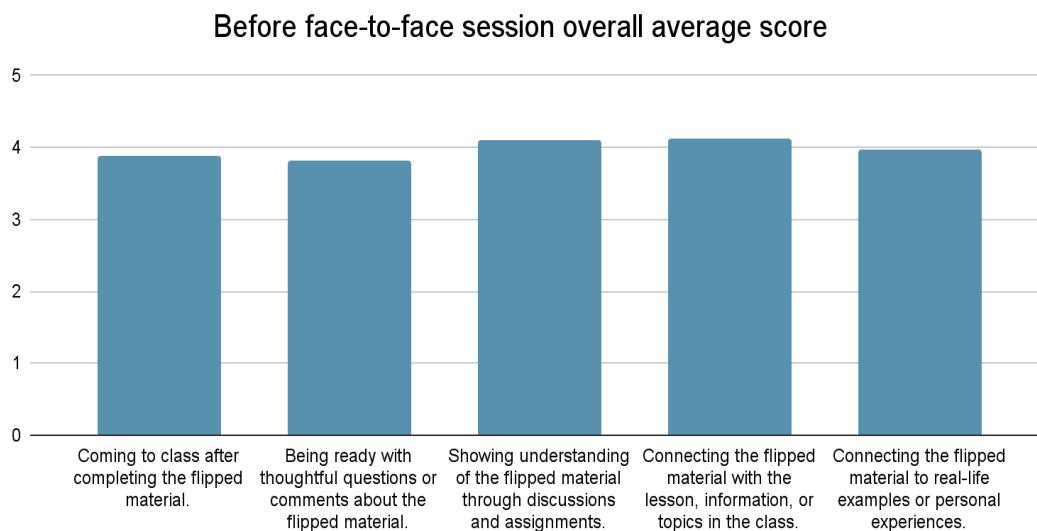


Figure 1. Survey Results of the Before Face-to-Face Sessions

As shown in the bar chart above, all items reached an average score of 3.5 out of 5, which indicates a high engagement throughout all of the statements. Notably, the statements with the highest score of agreement among students are the ones about *Showing an understanding of the flipped material through discussions and assignments* (81% of the student population agreed) and connecting the flipped material with the lesson, information, or topics in the class (81% of the student population agreed). On the other hand, the statement with the lowest agreement is about *Coming to class after completing the flipped material* (65% of the student population expressed agreement).

2. During face-to-face session

Impressively, all scores during face-to-face sessions surpass 3.5 out of 5, signifying elevated engagement levels across all statements. Noteworthy is the statement wherein the highest agreement percentage among students is observed: *Collaborating with peers in pairs or groups to accomplish assignments or projects* with 92% of the student population agreeing. The other items show positive responses: *Actively participating in class activities, discussions, language practice, etc.* reaching 78%, *Asking questions and seeking clarification when needed* reaching 73%, *Participating in problem-solving exercises related to the lesson* reaching 89%, and *Participating in class discussions by sharing opinions and asking relevant questions* reaching 84%. Conversely, the statement displaying the lowest agreement pertains to *Utilizing critical thinking skills for information analysis and evaluation* with 70% of the student population agreeing. See Figure 2 below for more information.

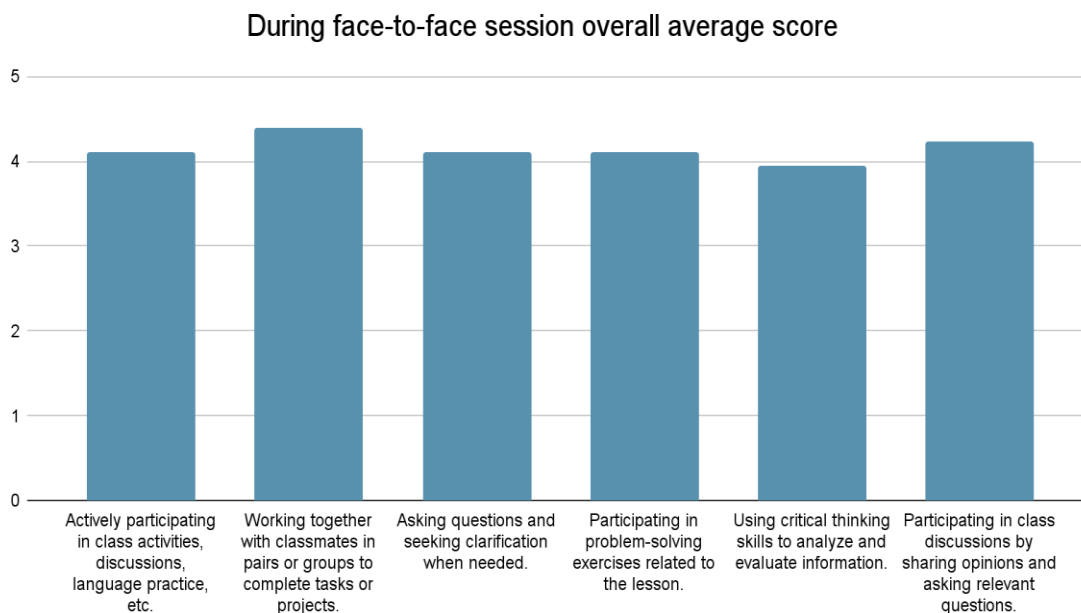


Figure 2. Survey Results of the During Face-to-Face Sessions

3. Extensions

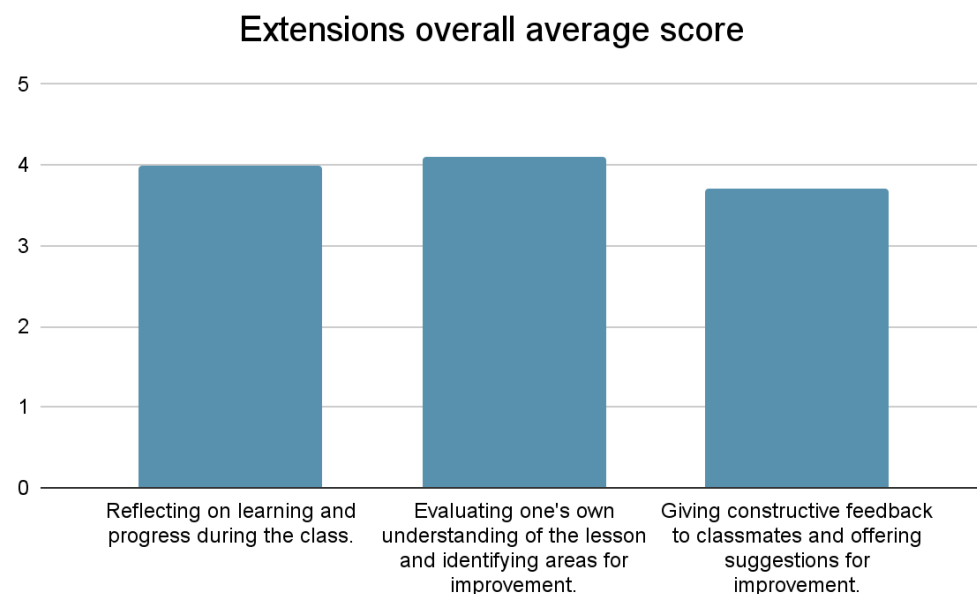


Figure 3. Survey Results of the Extension Sessions

Figure 3 above illustrates the results of the post-implementation of the flipped learning model, the scores of which surpass the threshold of 3.5 out of 5 for all items, denoting a notably high level of engagement across all statements. Remarkably, the statement collecting the highest agreement percentage among students involves *Self-assessing one's understanding of the lesson and identifying areas for improvement* with 84% of the respondent's agreement, followed by *Reflecting on learning and progress during the class* with 73% of the respondent's

agreement, and *Giving constructive feedback to classmates and offering suggestions for improvement* as the lowest with 65% of the respondent's agreement.

Challenges and Opportunities in the Implementation of the Flipped Learning Model

During the implementation of the flipped learning model, throughout the observation, interview, and survey, two specific challenges surfaced that impacted student engagement. Observations revealed that some students hesitate to provide constructive peer feedback, possibly due to a lack of confidence or unfamiliarity with the feedback process. This was shown by how they hesitated to speak up and give feedback to their peers. This challenge highlights the need to nurture a supportive environment where students feel comfortable sharing their insights. Although students did not express any concerns about critiquing their peers' work during the interview, the survey revealed that 35% of students indicated feeling unsure about giving peer feedback. This uncertainty may come from a lack of confidence, fear of judgment, or unfamiliarity with the concept.

Observations and interviews moreover indicated that certain students failed to engage with the flipped material for various reasons, including absentmindedness, time constraints, fatigue from school, or simply not checking the platforms where the flipped material was shared, such as Google Classroom or WhatsApp groups. In the survey, 35% of students reported occasionally struggling to complete flipped materials. Some students cited a busy schedule with multiple coursework demands as a reason for not completing the flipped materials. This challenge suggests the importance of addressing the balance between flipped content and other academic commitments.

This study also revealed three specific opportunities affecting student engagement. Through observations, it became evident that every student derives enjoyment from collaborating with their peers in pairs or groups to accomplish tasks and projects. This enthusiasm was evident in their eagerness to form groups and engage in topic-related discussions during class. Certain individuals even demonstrated an added level of dedication by not only completing the assigned exercises but also infusing them with personalization and individual viewpoints. Furthermore, during discussions, it was noticeable that all students put forth their best effort to actively participate and contribute to the groups' answers. During interviews, students expressed their fondness for group work, citing reasons such as the opportunity to socialize while completing exercises, utilizing the language in practical contexts, and articulating their viewpoints on the subject matter. They emphasized that collaborative tasks became more manageable as everyone had formed opinions through engaging with the flipped material beforehand.

"Group work. I love group work." (Student 1)

"Yang seru itu kayaknya tadi dibikin group work gitu. Jadi lebih gampang ngerjainnya. Lebih banyak otaknya." (Student 2)

"We can communicate with others, know them more, and ... brainstorming." (Student 3)

In essence, the combination of social interaction, language application, personal expression, and well-prepared flipped material transforms group work into a dynamic and fruitful learning experience for all students involved. According to the survey results, a significant majority of students, precisely 92%, concurred that they engage in collaborative efforts with their peers, working in pairs or groups to successfully accomplish various tasks and projects.



Another opportunity was participation in problem-solving exercises related to the lesson. In observations, students energetically engaged in problem-solving exercises aligned with the lesson. This enthusiasm was driven by their unique perspectives, shaped by the flipped materials, which they eagerly shared during discussions. Their active participation and willingness to contribute indicated a sense of being valued and heard in the classroom setting. During the interviews, students revealed that their willingness to participate was bolstered by the confidence gained from the flipped materials, which had equipped them to address questions effectively. Additionally, they noted that observing their peers' active involvement created a “snowball effect” of motivation, inspiring them to join in wholeheartedly.

“Jadi aku bisa berani ngomong kayak berani di jawab, kayak misalnya questions yang Mr. Brandon kasih. Aku enjoy ya kalau misalnya Mr. Brandon lagi ngejelasin ya, aku enjoy ngedengerin yang Mr. Brandon jelasin, terus apalagi kalau misalnya tanya jawab gitu, I like it sih ... karena tuh bikin kita kaya berani buat ngomong gitu. Karena kan mostly aku tuh sebenarnya orangnya tuh kaya introvert, kaya agak malu gitu, cuma karena kalau misalnya kaya, “duh aku harus bisa nih, masa yang lagi bisa ngomong, aku ga bisa.” (Student 4)

The results of the survey highlight a noteworthy trend, with a substantial majority of students, precisely 89%, agreeing to their participation in problem-solving exercises directly related to the lesson. This statistic underscores a prevalent and positive inclination among the student body to actively involve themselves in tasks that require critical thinking and application of the lesson's concepts.

Last but not least, students demonstrated a high level of enthusiasm while actively participating in class discussions. This engagement was notably fueled by the distinctive perspectives they had developed through their interaction with the flipped materials. These perspectives, in turn, motivated them to eagerly share their viewpoints and pose pertinent questions during discussions.

“If I have any problems or something that I didn't understand, on the flipped material, I will ask the teacher about it, when the session happens.” (Student 3)

“Iya, bener jadi aku bisa berani ngomong kayak berani di jawab, kayak misalnya questions yang Mr. Brandon kasih.” (Student 4)

This level of active participation and their genuine willingness to contribute highlighted a feeling of recognition and significance within the classroom environment.

“Iya, lebih menarik karena kita bisa ngasih tahu pendapatnya itu kayak gimana jadi kita lebih tahu gitu loh, and we can know each other.” (Student 4)

“Because we can hear, when we brainstorm, we can hear other people's opinions about the material.” (Student 3)

The survey results underscore a significant trend, as a substantial majority of students, precisely 84%, indicated their agreement with participating in class discussions through sharing opinions and posing relevant questions.

B. DISCUSSION

The impact of the flipped learning model



The observations, interviews, and survey responses reveal essential aspects, including student engagement behaviors, collaborative dynamics, learning paces, critical thinking development, and the impact of pre-class materials. These insights not only reflect the immediate outcomes within the flipped learning context but also have broader implications for modern pedagogical practices. These findings are in line with the research by Akçayr and Akçayr (2018) which stated that the flipped model of instruction produces effective academic results.

One pivotal finding that emerges from the observations is the active participation and vibrant discussions observed during flipped learning sessions. This further proves the study of Teng (2017) and confirms the statement from Roehl, Reddy, & Shannon (2013) where the two mentioned how the flipped learning model provides more time for discussion and allows students to participate in the discussion. Students display curiosity through frequent questioning, initiating discussions that showcase a proactive approach to learning, and providing explanations to their peers, fostering a collaborative and engaging atmosphere. This finding resonates with the essence of the flipped learning model, emphasizing active student involvement in the learning process.

Peer interaction emerged as another vital dimension influenced by the student engagement model. Frequent peer interactions, including idea sharing, question asking, and feedback provision, fostered a collaborative learning atmosphere. The collaborative nature of problem-solving activities further highlights the benefits of group engagement, reinforcing the notion that teamwork can be a catalyst for enhanced learning outcomes. This collaborative approach not only enhances the students' understanding but also nurtures valuable communication and teamwork skills, confirming the research by Brewer & Movahedazarhouli (2018) and Francl (2014) about the goal of the flipped learning model to free up class time for collaborative activities in the group setting.

A noteworthy aspect that surfaces from the study is the variation in learning paces enabled by the flipped model. This flexibility proves to be beneficial, accommodating diverse learning styles and allowing students to review materials at their convenience. This personalized approach aligns with modern educational trends that recognize the importance of catering to individual student needs, facilitating a more inclusive and accommodating learning environment. The students expressed a notable sense of empowerment and ownership over their learning journey, indicating that the model empowers them to take an active role in shaping the direction of their education and further confirms a study by Yang et al (2019) which highlighted the way the flipped learning model eliminates limitations imposed by time and physical location. Additionally, the enhanced connection with the material, where students found the content more relatable and meaningful, positively influenced overall engagement levels.

Furthermore, the investigation into the development of critical thinking skills demonstrates encouraging results. Students exhibit the ability to analyze and evaluate information, connect classroom concepts to real-world scenarios, and express independent thoughts. This finding underscores the value of the flipped learning model in nurturing higher-order cognitive skills, which are essential for fostering a deeper understanding of subject matter and preparing students for real-life challenges.

The insights gleaned from interviews with students corroborate the positive impact of the flipped learning model on their learning experiences. The use of pre-class materials emerges as a significant catalyst, allowing students to engage with the content beforehand and enter in-person



sessions with increased confidence. This anticipation and preparation not only bolster their understanding but also create a more interactive and enjoyable classroom environment, and motivation to jump into discussion. The intrinsic motivation exhibited by many students further reaffirms the model's effectiveness and the research of Steen-Utheim & Foldnes (2017). A genuine interest in exploring topics beyond the curriculum signifies a higher level of engagement, emphasizing the importance of fostering a sense of curiosity and intellectual exploration in the classroom. Moreover, the absence of surprise, enabled by the pre-class materials, paves the way for more focused and in-depth discussions during in-person sessions, demonstrating how this model can lead to a more enriched learning journey.

The survey responses from participants provide valuable quantitative data, offering a comprehensive overview of the model's impact. The majority of students report enhanced preparedness and engagement, illustrating the effectiveness of the flipped materials in motivating students to come prepared. Additionally, the survey reveals the deeper understanding demonstrated by participants through discussions and assignments, showcasing the active learning facilitated by the flipped model. The integration of flipped material with in-class lessons and its real-life relevance underscore the model's effectiveness in bridging theoretical concepts with practical applications, aligning to create meaningful and lasting learning experiences. Collaboration and problem-solving skills are also positively affected, further validating the flipped learning approach as a catalyst for teamwork and higher-order thinking skills.

In conclusion, the findings collectively demonstrate the substantial benefits of the flipped learning model, as evident in the increased student engagement, the development of critical thinking skills, and the positive impact of pre-class materials.

Challenges and Opportunities in the Implementation of the Flipped Learning Model

The findings from the implementation of the flipped learning model have highlighted two notable challenges that warrant attention to ensure optimal student engagement. Despite the benefits of peer feedback, some students demonstrated hesitance in providing constructive critiques. This challenge stemmed from a perceived lack of confidence or unfamiliarity with the feedback process. In-class observations revealed instances where students were hesitant to voice feedback, possibly due to the fear of judgment or unease. However, during interviews, students did not express reservations about critiquing their peers' work. In contrast, the survey showed that 35% of students felt unsure about providing peer feedback, reflecting a need for fostering a more supportive environment where students feel comfortable offering their insights.

Another challenge was the uneven completion of flipped materials. Observations indicated that certain students struggled to engage with the flipped content due to reasons such as forgetfulness, time constraints, and exhaustion from school activities. While some expressed the challenge of balancing their busy schedules with multiple coursework demands, others mentioned limited study time during class hours. This challenge underscores the importance of achieving a balance between flipped content and other academic commitments, ensuring that students can effectively engage with the materials.



The findings from the implementation of the flipped learning model have highlighted three opportunities. First, collaborative learning emerged as a powerful opportunity within the flipped learning model. Observations underscored students' enthusiasm for working in pairs or groups to tackle tasks and projects. Their eagerness to form teams and engage in topic-centered discussions during class was evident. Some students went the extra mile by not only completing assignments but also adding personalized viewpoints. Discussions showcased the students' dedication to active participation and collective contribution. This is a similar finding that was found in the research by Bond (2019), highlighting peer-collaborative learning as one of the most prominent results shown in a flipped classroom among the 107 articles examined. Interviews revealed that students cherished group work, recognizing the chance to socialize, apply language practically, and express their viewpoints on subjects. The survey results substantiate these engagement opportunities, reaffirming the positive trends. A notable 92% of students expressed their engagement through collaborative efforts, participating in pairs or groups to effectively complete tasks and projects. The research findings align with Franci's (2014) goal of the flipped learning model: moving teacher lectures and explanations outside the classroom to enable more collaborative activities in a group setting during class time. This emphasis on teamwork and mutual effort underscores the social interaction and dynamic learning potential inherent in such group endeavors. The research findings coincide with the benefits of flipped learning, as outlined by Ansori & Nafi' (2018).

Next is engaging in problem-solving exercises aligned with lessons proved to be another key opportunity. Students exhibited vibrant involvement during these exercises, driven by their distinct perspectives influenced by the flipped materials. This dynamic was marked by their active participation and willingness to contribute during discussions, creating an environment where they felt valued and heard. Interviews highlighted how confidence, gained from the flipped materials, motivated students to address questions effectively, confirming Warter-Perez and Dong's (2012) claim of better hands-on practice during the class. The "snowball effect" of motivation, triggered by observing their peers' involvement, further encourages active participation. Similarly, the survey results indicated that 89% of students were actively engaged in problem-solving exercises tied to lesson content. This statistic underscores their proactive involvement in tasks that demand critical thinking and the application of lesson concepts. It reaffirms their commitment to engaging with the subject matter practically and insightfully. Sudjana (2010) links problem-solving to active learning. With participation in problem-solving being a key finding, the flipped learning model likely heightens active learning and engagement. This shift encourages interactive, problem-solving activities during class, fostering increased student involvement.

Finally, engaging in class discussions, sharing opinions, and posing relevant questions constituted a significant engagement opportunity. Observations showcased students' enthusiastic participation, stemming from the distinct perspectives they had developed through interaction with the flipped materials. Their readiness to voice their viewpoints and raise pertinent questions during discussions underscored a sense of recognition and significance within the classroom environment. Interviews emphasized that interactions during discussions not only resolved queries but also fostered deeper understanding through sharing viewpoints. Additionally, survey outcomes demonstrated that 84% of students agreed with active participation in class discussions by sharing their opinions and asking pertinent questions. This statistic highlights their readiness to contribute to interactive



classroom dialogues, driven by their cultivated perspectives and enhanced learning experience from the flipped materials. Tucker (2012, cited in Roehl, Reddy, & Shannon, 2013) notes that students utilize class time for problem-solving, concept-building, and collaborative learning. This significant finding aligns with this, confirming the effectiveness of these active learning strategies facilitated by the flipped learning model. Sudjana (2010) connects class discussion participation with active learning. Given that your key finding emphasizes participation in class discussions, it supports the notion that the flipped learning model enhances active learning and engagement.

In summary, these three specific opportunities—collaborative learning, problem-solving engagement, and active participation in discussions—emerge as the foundation of the flipped learning model's effectiveness, invigorating student engagement, and fostering a vibrant and interactive classroom environment.

CONCLUSION AND RECOMMENDATION

The findings of the research study highlight the positive impact of the flipped learning model on student engagement within the realm of adult education for English language learners. The incorporation of pre-class materials and interactive in-person activities has proven to significantly enhance affective, behavioral, and cognitive engagement. By empowering students to take an active role in their learning, the model creates a dynamic and participatory classroom experience. Positive responses to pre-class materials underscore the model's effectiveness in preparing adult learners for in-person sessions, fostering confidence, active participation, and meaningful engagement, particularly beneficial for those less confident in using the English language. Collaborative group work facilitated by the flipped learning model further contributes to a supportive and stimulating learning environment, enabling diverse perspectives, constructive discussions, and a deeper understanding of the subject matter.

While the flipped learning model presents promising opportunities, its implementation in non-formal English language education for adults is not without challenges. The study acknowledges limitations, including sample size and a single educational setting, emphasizing the need for further research with larger, diverse samples across various educational levels and cultural backgrounds. Despite these challenges, the model's potential to revolutionize the educational landscape is evident. Opportunities lie in professional development for educators, curating diverse learning resources, continuous feedback mechanisms, and inclusive implementation strategies. The challenges underscore the necessity for careful consideration of diverse student needs and backgrounds, emphasizing equitable access to pre-class materials and collaborative activities to foster a supportive and engaging learning environment for all adult learners.

Drawing from the study's findings, recommendations are proposed to optimize the flipped learning model's implementation and enhance student engagement. Internally, professional development opportunities for educators, diverse resource curation, continuous feedback mechanisms, longitudinal studies, and inclusive implementation strategies are advised. Externally, collaboration among educational researchers, advocacy for cross-disciplinary applications, and prioritizing inclusivity through necessary resources and support are essential. As educational stakeholders embrace these recommendations, the flipped learning model holds the potential to



transform non-formal English language education for adults, creating a vibrant, inclusive, and student-centered learning environment that fosters enthusiasm and success in their educational journey.

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