TEACHER PERCEPTION IMPLEMENTATION OF FLIPPED CLASSROOM MODEL IN ENGLISH LEARNING AT SMP NEGERI 26 PADANG

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Abstrak: Penelitian ini bertujuan untuk melihat Persepsi Guru terhadap penerapan Flipped Classroom di pembelajaran Bahasa Inggris SMP N 26 Padang. Jenis penelitian ini menggunakan penelitian deskriptif dengan pendekatan kualitatif. Partisipan dalam studi ini adalah satu guru bahasa Inggris di SMP N 26 Padang. Data dikumpulkan dari satu orang guru bahasa Inggris melalui wawancara. Hasil penelitian menunjukkan bahwa dalam fase sebelum kelas, guru mempersiapkan materi pembelajaran dengan menggunakan PowerPoint, video dari YouTube, dan lembar kerja yang dikirim melalui WhatsApp. Selama kelas tatap muka, guru menerapkan diskusi kelompok dan presentasi siswa untuk mendorong penerapan pengetahuan yang telah dipelajari sebelumnya secara mandiri. Guru mencatat peningkatan signifikan dalam interaksi dan partisipasi siswa, serta peningkatan kemandirian belajar siswa. Feedback diberikan langsung selama diskusi dan setelah presentasi untuk memperbaiki pemahaman siswa secara real-time. Evaluasi dilakukan melalui post-test di Quizizz untuk menganalisis peningkatan pemahaman siswa. Guru juga membandingkan hasil pre-test dan post-test serta mengamati partisipasi siswa selama kelas. Untuk menciptakan lingkungan belajar yang fleksibel, guru memvariasikan aktivitas pembelajaran seperti diskusi, presentasi, dan kerja individu, serta mengatur ruang kelas agar mendukung pembelajaran aktif. Penelitian ini menunjukkan bahwa penerapan model Flipped Classroom di SMP N 26 Padang dapat meningkatkan interaksi, partisipasi, dan kemandirian siswa.

Kata Kunci: Persepsi, Flipped Classroom, English Learning.

Abstract: This study aims to examine the teacher's perception of the implementation of the Flipped Classroom in English learning at SMP N 26 Padang. This research employs a descriptive study with a qualitative approach. The participant in this study is one English teacher at SMP N 26 Padang. Data was collected from the teacher through interviews. The results of the study indicate that in the pre-class phase, the teacher prepares learning materials using PowerPoint, YouTube videos, and worksheets sent via WhatsApp. During face-to-face classes, the teacher implements group discussions and student presentations to encourage the application of knowledge that has been learned independently beforehand. The teacher noted a significant increase in student interaction and participation, as well as in their self-directed learning. Feedback is provided

immediately during discussions and after presentations to improve students' understanding in real-time. Evaluation is conducted through a post-test on Quizizz to analyze students' understanding improvement. The teacher also compares pre-test and post-test results and observes student participation during the class. To create a flexible learning environment, the teacher varies learning activities such as discussions, presentations, and individual work, as well as arranges the classroom to support active learning. This study shows that the implementation of the Flipped Classroom model at SMP N 26 Padang can enhance student interaction, participation, and self-directed learning

Keywords: *Perception, Flipped Classroom, English Learning.*

INTRODUCTION

Technology has become an important part of education. The development of technology has created new chances to raise the accessibility and quality of education. The challenge faced by educators is how to use technology to meet student learning outcomes in the classroom. Students are expected to learn independently and cooperatively as a result of the advancement of technology in the field of education. Furthermore, the use of technology in education also requires collaboration between teachers and students in order to always update technology by bringing up new learning models in which to influence education to be more positive and directed. Integrating technology into English as a Foreign Language (EFL) classrooms enables a change from a teacher-centered instruction setting to one that is more learner-centered and communicatively based (Putri & Nurkhamidah, 2023).

Technology will be more meaningful when teachers plan, design, and apply technology for teaching and leaming process. The teacher is not "sage on stage" , not the focus of instruction either. Teacher's role has switched to "guide on the side" . The teacher acts as a facilitator to guide, motivate, and give feedback to students' active leaming. The teacher should design intentional learning experiences in order to engage students outside of the classroom, while the students should explore the material outside the classroom and have a self-directed manner, attempt to gain foundational information before the class, and in the classroom, actively apply the knowledge (Adnyani & Ratnadi, 2020).

Recently, a paradigm shift has taken place in education with the advent of a model of teaching known as the flipped classroom. The flipped classroom model consists any use of using Internet technology to support the learning in a classroom, so that a teacher can spend more time interacting with students instead of lecturing. This is most commonly being done using lecturer-created videos that students view outside of class time. It is called the flipped class model because the whole classroom/homework paradigm is "flipped". In its simplest terms, what used to be classwork (the lecture) is done at home via lecture-created videos or materials and what used to be homework (assigned problems) is now done in class (Pratama, 2021).

Flipped classroom generates efficient learning because it involves learning at home (before class). The students can learn first at home before entering class, to help them understand the material in their own style. It is expected that students already have concepts and knowledge before coming to the class (Siswanto, 2021) In flipped classroom model, there are many advantages such as helps student who get difficulties to understand the lectures by re-play, re- wind, or re-read the material, anywhere and anytime on their leisure time. which was shared by the teacher through a media. Teacher has more time to engage in one-on-one conversation with students and challenge them since content delivering has been done at home (Hall & DuFrene, 2016).

Hamdan et al. (2013). In additional, the students can learn on their own pace by access the lectures through a video or other learning materials and complete the assignment in the classroom and get assisted by the teacher (Xu et al. 2019). In terms of media, the implementation of LMS (Learning Management System) in the flipped-class has some advantages such as providing interactive learning and students get better at self-directed learning skill and familiarize with the use of technology (Zainuddin. 2018).

Technological advancements have brought significant changes to education, including English language learning. One innovative approach being implemented is the flipped classroom model. According to the Flipped Learning Network (2014), a flipped classroom is simply defined as "homework at school and schoolwork at home". This model aims to maximize classroom interaction while minimizing direct instruction from teachers.

Based on observations conducted by the researcher at SMP Negeri 26 Padang, it was found that English teachers at the school have implemented a blended learning approach with the flipped classroom model. Teachers use WhatsApp as a medium for individual student learning at home. They create groups for each class and send materials and pre-test assignments through WhatsApp. Subsequently, teachers conduct online discussions with students. During face-to-face learning, teachers and students engage in intensive interactions related to the studied material.

However, the researcher found differences in students' understanding and engagement during the English language teaching and learning process. This prompted the researcher to delve deeper into teachers' perceptions of the flipped classroom model implementation, particularly regarding activities in each learning phase: before-class, during-class, and after-class.

Research on teachers' perceptions of flipped classroom implementation is important to identify the effectiveness and benefits of this learning model from the educators' perspective. Teachers' experiences in implementing flipped classrooms can provide valuable insights into the advantages, challenges, and areas for improvement in implementing this model. Thus, this research is expected to contribute to the development and refinement of flipped classroom implementation in English language learning at the junior high school level.

RESEARCH METHODS

Technology has become an important part of education. The development of technology has created new chances to raise the accessibility and quality of education. The challenge faced by educators is how to use technology to meet student learning outcomes in the classroom. Students are expected to learn independently and cooperatively as a result of the advancement of technology in the field of education. Furthermore, the use of technology in education also requires collaboration between teachers and students in order to always update technology by bringing up new learning models in which to influence education to be more positive and directed. Integrating technology into English as a Foreign Language (EFL) classrooms enables a change from

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RESULTS AND DISCUSSION

The research findings indicate that the implementation of the flipped classroom model in English language learning at SMP N 26 Padang has had a positive impact on the learning process. The findings of this research can be further elaborated in the journal discussion as follows:

Pre-Class Phase

In the pre-class phase, the teacher has effectively prepared learning materials to support students' self-study activities before the class meeting. The teacher created PowerPoint presentations, searched for relevant videos on YouTube, and designed student worksheets. This strategy aligns with Jeong's (2016) theory, which emphasizes the importance of material preparation and initial assignments in the flipped classroom model.

Providing learning materials in the form of PowerPoint presentations and YouTube videos allows the teacher to present content in engaging and accessible formats for students. This use of technology is consistent with the Intentional Content concept in the Flipped Learning Network (2014), where teachers select resources that can effectively support students' self-directed learning. For example, YouTube videos can present material in an audio-visual mode that enhances students' understanding.

Additionally, the teacher also prepared worksheets for students to complete before class. These initial assignments aim to encourage students to engage actively with the material before face-to-face learning, in line with Jeong's (2016) theory. By working on the worksheets, students not only learn the content but also begin to apply their knowledge in preliminary tasks.

Using WhatsApp as the primary platform for sharing learning materials is also consistent with the flexible learning environment principle in the flipped classroom model (Flipped Learning Network, 2014). WhatsApp offers easy access and two-way communication, allowing the teacher to distribute content effectively and enabling students to learn anytime and anywhere. Moreover, the WhatsApp group feature facilitates the teacher in reaching all students and delivering instructions and materials quickly.

Assigning tasks such as watching videos and taking quizzes on Quizizz also aligns with the principle of material preparation before class. These activities ensure that students

have learned the basic content before coming to class, allowing face-to-face time to be used for more applied and interactive activities (Jeong, 2016). Through quizzes on Quizizz, the teacher can monitor students' initial understanding and ensure they have studied the provided material.

During-Class Phase

During class, the teacher employed group discussion and student presentations strategies. This approach is consistent with Jeong's (2016) theory, which emphasizes using class time for active learning activities that leverage the knowledge students have previously acquired. By reducing the amount of new material explanation, the teacher can focus more on activities that involve active student participation.

Group discussions and student presentations are forms of active learning that encourage students to apply the knowledge they have previously learned independently. These activities allow students to exchange ideas, discuss, and present their understanding. This aligns with the Flexible Environment concept in the Flipped Learning Network (2014), where teachers design varied learning activities to accommodate different student preferences and learning styles.

Increased interaction and student participation during class indicate the successful implementation of the flipped classroom model. Students feel more confident in asking questions and discussing because they have gained preliminary understanding from the self-study activities. This is in line with the Learning Culture concept in the Flipped Learning Network (2014), which emphasizes creating a student-centered learning environment.

Providing immediate feedback by the teacher during discussions and presentations is also an effective practice. Timely feedback helps students correct their understanding in real-time, consistent with Jeong's (2016) theory, which suggests using class time for activities involving feedback to support the learning process. By giving feedback during the lesson, the teacher ensures that students gain correct understanding and rectify any misconceptions that may arise.

Post-Class Phase

In this phase, the teacher conducts evaluation through a post-test on Quizizz to analyze students' understanding improvement. Comparing pre-test and post-test results, as well as observing student participation during lessons, allows the teacher to monitor learning progress comprehensively. This practice aligns with the principle of continuous assessment in the flipped classroom model, where data is used to evaluate the effectiveness of the approach and make necessary improvements (Jeong, 2016).

Using Quizizz as a post-learning evaluation tool allows the teacher to provide immediate feedback and assessment. Students can receive their quiz results instantly, and the teacher can identify areas of understanding that need reinforcement. This is consistent with the Educator Professional concept in the Flipped Learning Network (2014), where teachers act as facilitators providing timely support and feedback to assist students in the learning process.

The analysis of pre-test and post-test results also enables the teacher to assess the effectiveness of the flipped classroom model implementation. By comparing students' initial and final achievements, the teacher can identify improvements in understanding and evaluate how well this approach has achieved learning objectives. Additionally, observing student participation during class provides insights into engagement and application of the knowledge students have acquired.

Flexible Learning Environment

In creating a flexible learning environment, the teacher has arranged the classroom by grouping desks to support discussions. This strategy aligns with the Flexible Environment concept in the Flipped Learning Network (2014), which emphasizes the importance of designing physical space to accommodate various learning activities.

The arrangement of grouped desks facilitates collaboration and interaction among students, supporting the active learning approach characteristic of the flipped classroom model. Students can exchange ideas, discuss, and work together in small groups. This is consistent with Jeong's (2016) theory, which emphasizes using class time for activities involving knowledge application and student interaction.

Furthermore, the variety of learning activities, such as group discussions, presentations, and individual work, reflects the teacher's effort to accommodate diverse needs and learning styles. This approach aligns with the Flexible Environment concept, where the teacher designs a learning environment that adapts to different student preferences and characteristics.

The diversity of learning activities not only demonstrates the flexibility of the environment but also supports increased student engagement and motivation. Students can participate in various forms of interaction, from group discussions to individual presentations, matching their learning styles. This aligns with Jeong's (2016) theory, which highlights the importance of creating a learning environment that facilitates active student involvement during class.

Changes in Learning Culture

This research reveals a shift in the teacher's role from information provider to facilitator. The teacher now spends more time guiding discussions and providing clarifications, in line with Jeong's (2016) theory, which states that the flipped classroom model requires a shift in the teacher's role from content deliverer to learning process supporter.

This role transition reflects changes in the learning culture at SMP N 26 Padang. Teachers are no longer focused on direct content delivery but act more as facilitators supporting active and self-directed student learning. This aligns with the Educator Professional concept in the Flipped Learning Network (2014), where teachers serve as guides and supporters facilitating the students' learning process.

Additionally, teachers have observed an increase in students' self-directed learning, where they become more proactive in seeking additional information and preparing before class. This is consistent with the main goal of the flipped classroom model, which is to encourage students to take greater responsibility for their own learning (Flipped Learning Network, 2014).

As students become more independent in their learning, they have the opportunity to explore the material more deeply and prepare before face-to-face lessons. This then

allows them to actively participate in discussions and class activities, applying the knowledge they have previously acquired.

The changes in learning culture, such as the teacher's shift to a facilitation role and the increased self-directed learning of students, indicate the success of implementing the flipped classroom model at SMP N 26 Padang. This transformation aligns with the core principles of this approach, which aims to create a student-centered learning environment and foster independence in the learning process.

Intentional Content Selection

In selecting learning materials, the teacher has considered content that students can study independently and that requires further discussion in class. This strategy aligns with the Intentional Content concept in the Flipped Learning Network (2014), which emphasizes choosing resources that support self-directed learning and in-class applicative activities.

Choosing appropriate materials that fit the flipped classroom model is crucial for achieving successful learning outcomes. The teacher must ensure that the selected content is easily learnable by students independently before the class meeting. Materials requiring further discussion and application in class enable students to actively engage in learning, consistent with the principles of the flipped classroom model.

The use of educational videos and PowerPoint presentations shared via WhatsApp, along with Quizizz quizzes, reflects the teacher's efforts to prepare students before face-to-face lessons. This aligns with Jeong's (2016) theory, which highlights the importance of providing materials and initial assignments to facilitate students' self-directed learning.

Educational videos and PowerPoint presentations can present content in engaging and interactive formats, encouraging students to engage with the material independently. Quizizz quizzes also ensure that students have studied the material and provide immediate feedback on their understanding. This combination of learning resources and preliminary assignments reflects the teacher's effort to create a structured and directed learning experience before in-class instruction.

However, a challenge faced by the teacher is finding or creating educational videos that are engaging for students. The quality and relevance of learning content are key factors in the success of the flipped classroom model (Jeong, 2016). Teachers need to continually strive to provide high-quality and engaging learning resources to keep students actively involved in the learning process.

One strategy that teachers could consider is adjusting or editing existing videos to better meet students' needs. Additionally, teachers could collaborate with content development teams to create instructional videos specifically designed to support the flipped classroom model. Investing in the development of high-quality and engaging content can have a significant impact on student engagement and understanding.

Overall, this research demonstrates that teachers at SMP N 26 Padang have effectively implemented the flipped classroom model. They have adhered to the principles of the flipped classroom, such as preparing materials for self-directed learning, using class time for discussions and practice, and conducting evaluations to assess student progress. The changes in learning culture, including the shift in the teacher's role to a facilitator and increased student self-directed learning, also reflect the success of the flipped classroom implementation.

Although there are challenges in selecting engaging learning materials, teachers at SMP N 26 Padang continue to strive to provide relevant and high-quality content to support effective learning. This research offers valuable insights into best practices for implementing the flipped classroom model, which can serve as a reference for other educators looking to adopt this approach in English language teaching.

The implementation of the flipped classroom model at SMP N 26 Padang has shown a positive impact on the learning process. The teachers have successfully applied key principles of this approach, such as preparing materials for self-directed learning

CONCLUSION AND SUGGESTIONS

Conclusions

The research findings from SMP N 26 Padang provide valuable insights into the implementation of the flipped classroom model. The teacher's approach to material

preparation, role transformation, flexible learning environments, and time management aligns with key principles of the flipped classroom model as outlined by Jeong (2016) and the Flipped Learning Network (2014). While challenges in material selection and content engagement remain, the overall impact of the flipped classroom model has been positive, enhancing student independence and interactive learning. These insights contribute to a deeper understanding of the flipped classroom's effectiveness and provide practical implications for educators looking to implement this model in their own classrooms.

Suggestions

Based on the research findings, it is recommended that teachers continue to develop skills in selecting and designing engaging and relevant flipped classroom materials, with particular attention to the quality of educational videos used. Additionally, further training on editing techniques to enhance student engagement should be considered. Teachers are also advised to explore various strategies for facilitating classroom discussions and interactions, as well as to regularly monitor and assess student progress to ensure the effectiveness of the flipped classroom model

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