PROMOTING ACTIVE LEARNING AMONG EFL STUDENTS

THROUGH FLIPPED CLASSROOMS: A CASE STUDY AT AN

ISLAMIC UNIVERSITY IN ACEH

SKRIPSI

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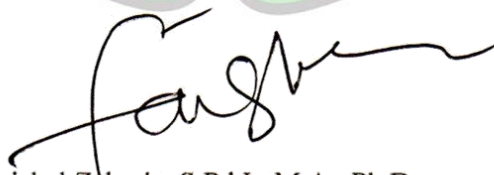The Bachelor Degree of Education in English Language Teaching

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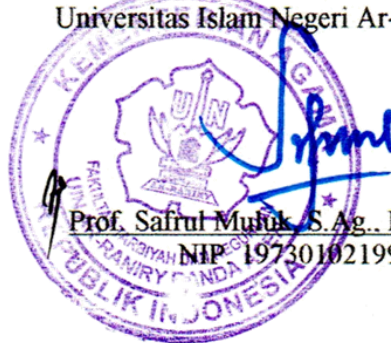Faishal Zakaria. S.Pd.I., M.A., Ph.D Azizah, S.Ag., M. Pd

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Finally, I realize that this thesis needs constructive ideas to reduce its weakness. I hope this thesis gives valuable contributions for both students and lecturers of the English Language Education Department of UIN AR-RANIRY Banda Aceh.

Banda Aceh, 20 Agustus 2024
The Writer

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ABSTRACT

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This study explored how the flipped classroom model promoted active learning among university-level English Foreign Language (EFL) students in an Islamic university setting in Aceh. The study analyzed the perspectives of five university level EFL students on the promotion of active learning through flipped learning models. This qualitative research used purposive sampling to obtain the data through interview. The results showed that flipped classes promote active learning by encouraging students to have positive opinions, be more active, independent, creative, and critical in addressing case problems. Most participants also reported-experiencing enhanced student engagement and satisfaction in teaching and learning activities. Flipped classrooms have the potential for increasing student motivation, and promoting learning outcomes. Students feel encouraged to understand the underlying rationale behind the information provided, and they can practice and apply themselves more successfully in all forms of learning.

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BAB I
INTRODUCTION

A. Background of Study

In the contemporary teaching and learning atmospheres, students' roles have changed, from the knowledge receivers to the knowledge pursuers; they are ideally positioned at the forefront. Students' participation in learning is crucial to achieving the established learning goals (Leite et al, 2022). However, in many contexts, the learning process still frequently uses outdated, boring, and uninteresting approaches, which usually position students as recipients of whatever knowledge teachers are trying to provide. As a result, students become less engaged in their education and oftentimes do not fully understand what they are studying. Therefore, teachers must consider applying teaching methods or approaches that allow students to be at the forefront and play active roles during the teaching-learning process. One such approach is active learning.

Active learning places the students at the forefront. By putting students at the center of the learning process, active learning encourages them to actively engage with the learning materials and take ownership of their own learning (Jannah, 2019). Active learning procedures, instead of conventional passive learning techniques, will improve students' engagement, critical thinking abilities, and knowledge retention. Such active learning procedures could be seen in contemporary flipped learning techniques.

Further, state that the learning model flips the roles of teachers and students during the educational process. Before the students come to class, the teacher teaches the content using videos or other teaching resources online. After

1

that, they engage in conversations, in-ask-and-answer sessions with the instructor, and engage in further learning activities to apply their understanding.

Here, students' active learning, is the foundation of the flipped classrooms which also entail collaborative learning aspects. Here, Bransford et al (2009) assert students' learning is stronger and more enduring because as a collaborative learning theory, active learning stresses the collaboration between students and teachers in the learning process (Roselli, 2016)

Lately, many educational institutions worldwide have embraced the flipped classroom model. Harvard University, for example, has successfully used flipped learning since 2007 (Brame, 2013). Several educational institutions in Indonesia, including Universitas Pendidikan Indonesia (UPI) and Satya Wacana Christian University (UKSW), have also adopted the flipped classroom model. Many lectures from other universities in Indonesia, including the one where this research situates, have incorporated flipped learning models in their classrooms following the ubiquitous uses of online learning management systems such as Google Classroom and Canvas.

Putra et al. (2022) stated that the current educational environment has been heavily impacted by quick technology breakthroughs and the expansion of online resources (especially post-COVID-19 pandemic). Therefore, it is the perfect setting to investigate the potential of the flipped classroom model. Numerous studies have indeed noted the benefits of flipped learning, such as increased student engagement, higher critical thinking skills, and better academic success (Gustian et al, 2023).

However, Dziuban et al (2018) states that due to the growing popularity and enthusiasm of the flipped classroom approach, additional empirical data are required to prove its efficacy further and guide the implementation of best practices. Also, the generalized ability of many studies' findings has been constrained by their concentration on certain academic disciplines or student groups (Demirci, 2017).

It is well-known that language acquisition requires time, patience, and practice. For effective results in learning in foreign language classrooms, students should be able to engage in as many activities as possible to gain a better grasp of the new target language. However, due to restricted classroom time, thus a limited opportunity for practice, teachers may be forced to skip vital aspects of effective foreign language teaching. The flipped classroom method can contribute to language learning outcomes by restricting the instruction to outside the classroom and providing room for additional practices and activities in the classroom (Han, 2015).

Furthermore, the teachers who introduce flipped EFL classrooms should know how the method works and what should be accomplished before the flipped courses start. For the best learning outcomes among students, the recorded flipped course videos should be engaging and interactive so learners do not get bored (Schmidt & Ralph, 2016).

According to Santos and Serpa (2020), students learn the assigned material at home in the special scenario of the flipped classroom. After this stage of the process, the classroom transforms into an active learning setting where students put the ideas they have independently learned into practice. In this new

method of teaching-learning, the teacher transitions from being a communicator of information and knowledge to a facilitator of students' acquisition and application of it. In an inverted class, students should be prepared because they will have already engaged with and learned the course material in a face-to-face setting, which lessens the cognitive load of lectures (Petillion & McNeil, 2020).

According to Herreid and Schiller (2013), a flipped classroom engages and concentrates students' learning by fusing active, student-centered learning with subject matter mastery that can be used in the real world. In order to improve students' grasp of the subject matter and to compel them to express their participation with such activities, Clark (2021) suggests implementing hands-on and project-based learning activities with real-world scenarios throughout class. When adopting a flipped classroom to encourage active learning to increase student engagement, there are some difficulties that the lecturer and the students must overcome.

Considering the potential of flipped learning and the fact we do not yet know much about how flipped learning can actually engender active learning among EFL students in Indonesia, this present study explored how the flipped classroom model facilitated active learning habits among English students in a university setting in Aceh, Indonesia. Also, many university lecturers in Indonesia had indeed moved to the flipped classroom model (especially after the abrupt switch to online learning after the COVID-19 pandemic); additional research-based on the use of flipped learning models would certainly be beneficial.

B. Research Question

This study seeks to answer the following research question:

In what ways do the flipped classrooms promote active learning among university-level EFL students?

C. The Aims of the Study

The research explores how flipped classrooms can promote active learning among university-level EFL students.

D. Significance of the Study

The findings of the present study are expected to provide additional insights on the potential of flipped learning for the following people:

1 English language lecturers

English language lectures can benefit from the study findings in at least two ways. First, the findings could potentially showcase an innovative English teaching and learning approach at the university levels. Also, the results can help them understand the problems students face so they can provide more meaningful feedback and find ways to promote active learning through flipped classrooms.

2 Pre-service English language teachers

Furthermore, pre-service English language students will likely find this finding of the study useful as they try to improve their language teaching strategies. In particular, they can consider all negative and positive effects of flipped learning models in their future English teaching careers.

3   Researchers

As this research is far from perfect, researchers interested in investigating similar topics may conduct their research in ways that would improve the current research, either theoretically or methodologies.

E. Terminology

In order to avoid misunderstanding, I provide definitions for the terms I use throughout this writing.

1   Active learning

Active learning is learning that invites students to learn actively. When learners learn actively, it means that they dominate the learning activities. They actively use their brains to find the main idea of the subject matter, solve problems or apply what they have just learned to a problem that exists in real life.

According to Dogani (2023), learning is active when learners are happy to look for something that can be shown by answering questions, needing information to solve problems, or investigating ways to do work. Active learning invites learners to engage directly through real experiences rather than concepts or just theories.

2   Flipped classroom

The flipped classroom model is a learning process that reverses learning activities in school with learning activities outside of school. Learning activities that are usually done at school are done at home. Conversely, learning activities done at home become done at school.

According to Galindo-Dominguez (2021), a flipped classroom is a learning model that minimizes direct teaching from the teacher. where in the learning process, students learn the subject matter first at home, while teaching and learning activities in the classroom are only in the form of teaching and learning activities in the classroom are only in the form of working on assignments, discussing material or problems that have not been understood while studying at home.

F. Scope of the Research

To be more focused, I want to focus on using a flipped classroom as a sample test. I use flipped classroom strategies, especially in a university setting. I would like to know how university students learn using a flipped classroom strategy and how the lecturer teaches using the flipped classroom models.
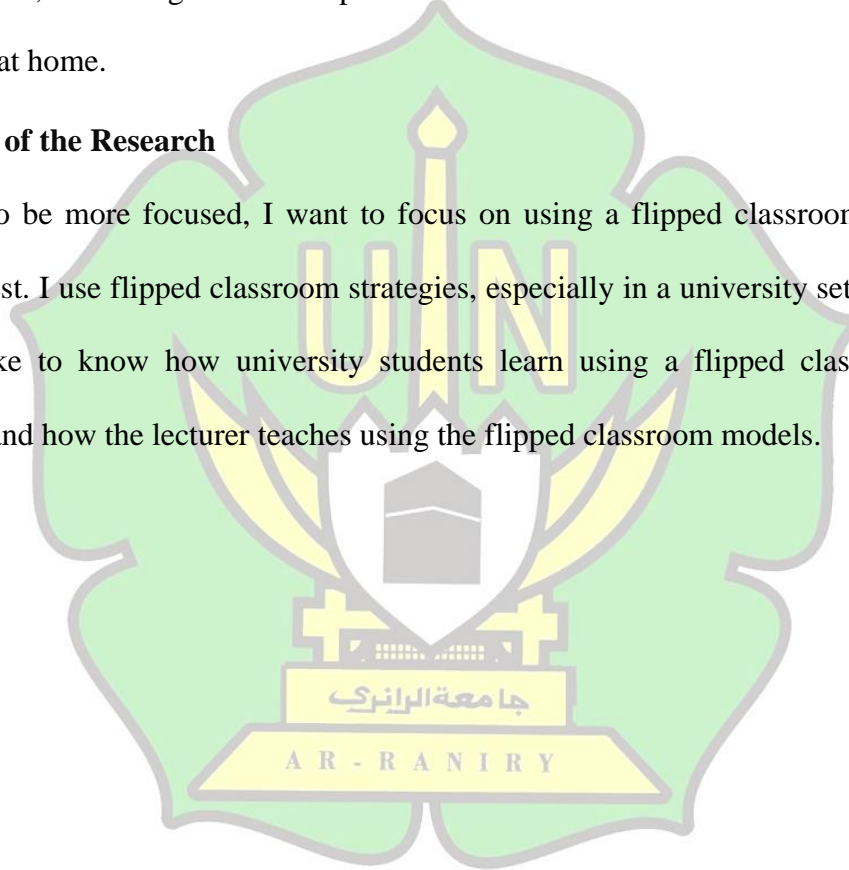
BAB II
LITERATURE REVIEW

This chapter deals with the literature review related to the topic, and some theories were included to provide information relevant to the present study. Some theories are discussed in this chapter, including active learning and flipped classrooms.

A. Active learning

1. Definition of Active learning

Unlike the traditional teaching models, where teachers play the most active roles in the teaching learning process, active learning involves the learner actively participating in or interacting with the learning process. Students learn better when they are actively engaged in the learning process, per a study on learner-centered instructional strategies. Active learning includes practice, review, discussion, application-solving issues, and performing a mathematical operation on paper.

In this sense, Mubayyinah and Ashari (2017), contend that active learning is a kind of training that emphasizes the person. The active learning method aids students in recognizing and honing their skills and abilities because every student has a distinct potential and set of abilities. According to Dawam in Mubayyinah and Ashari (2017), the following basic ideas underlie active learning: (1) Active learning is used to shape the learning environment early on, for instance, by adopting teamwork such that each member is reliant on the others. (2) Fostering an atmosphere that makes talking, asking and answering questions, participating

in games and drama, and learning for oneself fun. (3) Understanding that learners' capacity for concentration and proper posture is likely to be constrained.

According to the study, simply giving students what they need to know will not be enough to help them understand. Instead, educators must ensure they are challenging their students' ideas. Students actively participate in their own education through active learning. They learn and comprehend as a result of the opportunities their teacher provides.

D'mello (2022) says, learning activeness is related to the activities experienced by students. An active learning situation will create student activeness. Active learning is a learning process that emphasizes student activeness in order to obtain optimal learning outcomes.

Further, Mercat (2022), asserts that active learning is learning that optimizes student activeness. The teacher's ability to facilitate teaching and learning activities supports active learning activities. Student activeness is evidenced by their availability to express opinions and re-disclose material that has been learned.

According to Shroff et al (2021), student learning activeness is a process of teaching and learning activities designed by teachers and implemented so that students become active, ask questions, and express ideas. From the opinions of experts, it can be concluded that the learning process experienced by students optimizes student activeness during the learning process by means of teachers designing learning in such a way as to increase activeness in the process of teaching and learning activities.

2. The characteristics of active learning

According to Amri (2015), are as follows:

a. The focus of the learning process is not on the teacher delivering information but on fostering analytical and critical thinking skills related to the topic or problem being discussed.

b. Students are actively engaged in activities related to the subject matter rather than passively listening.

c. There is an emphasis on exploring values and attitudes regarding the subject matter.

d. Students are encouraged to think critically, analyze, and evaluate more.

e. The learning process involves quicker feedback.

3. Characteristics of Active Learning

The active teaching and learning process, as described by Ginanjar (2023), encompasses several key characteristics such as:

a. Encouraging students to engage in learning activities in a controlled yet autonomous manner within the classroom setting.

b. Providing ample thought-provoking stimuli to students for problem-solving.

c. Fostering an active classroom environment where questioning and exchange of answers between students and teachers can be tailored to meet student needs.

d. Shifting the teacher's role towards guiding students rather than lecturing.

e. Evaluating learning not only based on students' outcomes but also on the learning process they undergo.

4. Active Learning Techniques

There are many names and techniques of active learning, from the simple ones that do not require long and complicated preparation and can be implemented relatively easily to the complicated ones, which require long preparation and quite complicated implementation (Camacho & Legare, 2015).

Some types of learning techniques include:

a. Think-Pair-Share

In this way students are given questions or questions to think about themselves for approximately 2-5 minutes (think), then students are asked to discuss their answers or opinions with friends sitting next to them (pair). After that, the teacher can appoint one or more students to convey their opinions or questions or questions in front of the class (share).

This technique can be done after completing the discussion of one topic, for example after 10-20 minutes of regular learning. After completion, then proceed to discuss the next topic and then do this method again after the topic has been explained.

b. Collaborative Learning Groups

Groups of 4-5 students can be fixed throughout the semester or short-term for one meeting. For each group, there is a group leader and writer. The group is given a task to discuss together which is often homework given before the learning begins. The assignment must then be completed in the form of a paper or short notes.

c. Student-led Review Session

This method underscores the transition of the teacher's role to that of a facilitator, with students taking the lead in the learning process. The teacher serves primarily as a resource. This technique is particularly useful during review sessions of the instructional material. In the initial phase, small groups of students are tasked with discussing elements of the material they find confusing, posing questions that their classmates will answer. In the subsequent phase, this activity is conducted with the entire class. Students take charge of the discussion, while the teacher's function is to clarify any points raised during the learning process.

d. Student Debate

The debate format involves presenting a contentious issue designed to elicit diverse opinions from students. When expressing their views, students must utilize compelling arguments based on the course materials. The teacher is responsible for steering the debate towards the fundamental concepts that need to be understood.

5. **Factors Affecting Student Learning Activeness**

According to Karwati and Priansa (2014), several factors can foster the emergence of student activeness in the learning process. A teacher should:

a. Always motivate students so that students are active in the learning process.

b. Explain instructional objectives clearly and remind students of learning competencies.

c. Provide stimulus and feedback to students and give instructions on how to learn.

d. Generate students' activity, participation in learning activities.

e. Check students' abilities by conducting tests so that students' abilities are always monitored.

f. Together with students conclude what has been learned.

It can be concluded that the factor of student activeness is the way the teacher makes students more active. Students to be more active. For example, the teacher always gives stimulus, feedback and provides tests to find out how far students understand the material. Teachers can also proctor tests to find out how well students understand the material that has been taught. In addition, the learning process must also provoke ideas from students so that students dare to express their opinions and always reflect at the end of each lesson.

6. Learning Outcomes and Influencing Factors

Sagala (2013) suggests that learning outcomes change due to the learning activities that individuals do. According to Sudjana (2011), learning outcomes are the students' ability after finding learning experiences. According to Astiti (2017), learning outcomes are the ultimate goal after the implementation of learning activities in schools that improve learning outcomes through systematic efforts that lead to positive changes. Learning outcomes consist of several: aspects, namely cognitive (knowledge), affective (attitude), and Psychomotor (skills/behaviors) aspects (skills/behaviors).

According to Sudjana (2011), it broadly divides the classification of learning outcomes into three domains learning outcomes into three domains,

namely the cognitive domain, the affective domain, and the Psychomotor domain. Psychomotor domain:

a. The cognitive domain deals with intellectual learning outcomes consisting of six aspects, namely knowledge or memory, understanding, application, analysis, and evaluation. The first two aspects are called low-level cognitive and the next four aspects include high-level cognitive.

b. The affective domain deals with attitude which consists of five aspects, namely acceptance, response, or reaction, assessment, organization, and internalization.

c. The Psychomotor domain deals with the learning outcomes of skills and the ability to act. The Psychomotor domain has six aspects, namely reflex movements, basic movement skills, perceptual abilities, harmony or accuracy, movement and internalization.

B. Flipped Classroom

1. Definition of Flipped Classroom

A teaching method known as the "flipped classroom" encourages students to engage with one another more than they get direct instruction (Jhonson et al, 2014). Additionally, according to Bishop et al (2013), flipped classroom is a new pedagogical approach that makes use of asynchronous videos, homework assignments that require students to solve problems, and active group problem-solving in the classroom. This approach combines several learning theories that were long thought to be incompatible-active. These arguments lead to the

conclusion that the flipped classroom paradigm blends classroom and non-classroom learning. In this learning method, teachers must be able to be facilitators between students both when the learning process in the classroom and the learning process outside the classroom.

According to Ray and Powell (2014), the foundation of flipped learning is respect for and awareness of individual learning requirements. Direct learning is described as "shifting out of the large group learning space and moving it into the individual learning space, with the help of one of several technologies" (Hamdan et al., 2013). The primary goal of the flipped classroom model is to have students learn new material and concepts through videos before class and then apply it in person while working on challenging problems, going deeper into concepts, and interacting with peers (Erbil & Kocabas, 2020). In a flipped classroom, students interact with lectures and other resources outside of class to get ready for in-class active learning. Before class, students are expected to view brief online lectures created or chosen by their lecturers, followed by quick online exercises (a one-paragraph summary, online discussion, concept map, etc.). Students are asked to apply knowledge during class time by taking part in individual and/or group activities under the direction of their teachers.

Concept map creation, and worksheet-based problem solving are examples of individual classroom activities. Think-pair-sharing, the IF-AT, team matrices, fishbowl discussions, three-step interviews, role plays, reaction sheets, affinity grouping, dyadic essays, critical debate, case studies, peer editing, and group investigations are a few examples of group activities (Barkley et al., 2014).

2. Learning Steps of Flipped Classroom Model

Nguyen et al (2022) states that the steps of flipped classroom learning are as follows:

a. Before the face-to-face meeting, students are asked to study independently at home about the material for the next meeting, by watching the teacher's own learning videos or learning videos uploaded by others.

b. In class, students are divided into several heterogeneous groups.

c. The role of the teacher during learning activities is to facilitate the discussion with the cooperative learning model. In addition, the teacher will also prepare some questions (questions) from the material

d. The teacher gives quizzes/tests so that students realize that the activities they do are not just games, but are a learning process, and the teacher acts as a facilitator in helping students in learning and solving questions related to the material.

3. The Advantages of Flipped Classroom

According to Basal (2015), the advantages of the flipped classroom strategy include:

a. More time in class

b. Opportunities for personalized learning

c. Opportunities for student-centered learning

d. More interaction between students and teachers

e. Increased students' motivation

f. A learning environment full of familiar tools

According to Ulfa et al (2014), the advantages of flipped classroom are:

a. Students can repeat the material until they really understand the material, unlike in ordinary learning, if students do not understand then the teacher must explain again until students can understand.

b. Students can search for information from anywhere that supports the material.

c. Efficient, because students are asked to study the material at home and during class, students can focus more on their difficulties in understanding the material or their ability to solve problems related to the material.

Based on the description above, it can be concluded that the advantages of the flipped classroom strategy are that students are more free to study independently at home and can repeat learning the material until students understand and students are more responsible for what they have learned independently at home so that students are more mature and ready when entering class and learning begins. Students already have prior knowledge before entering the classroom and can ask questions when there are parts of the material that are not understood that need to be clarified.

4. Disadvantages of the Flipped Classroom

According to Herreid & Schiller (2013), the disadvantages of the flipped classroom are:

a. Students who are new to this method need adaptation because they study independently at home, consequently they are not ready for active learning in the classroom. The solution to this problem is giving

quizzes, one of which is online, giving homework for reference information.

b. Creating good quality teaching materials is very difficult.

Based on the expert opinion above, students need adaptation to learn independently at home and need extra time to really understand the material studied at home. Students look for supporting information related to the material either books or the internet because students explore their own knowledge at home and the disadvantage of this strategy is the difficulty of designing teaching materials that are easy for students to understand and of high quality.

5. **Transformational Potential of Flipped Classrooms**

In the flipped classroom, the teacher is available to guide students as they apply what they have learned online. One of the drawbacks of traditional homework is that students don't receive meaningful feedback on their work while they are doing it; they may have no opportunity to relearn concepts they struggled to master. With a teacher present to answer questions and watch over how students are doing, the feedback cycle has greater potential to bolster student learning.

The flipped classroom does not address all the limitations of the brick-and-mortar school. Although in the best flipped-classroom implementations, each student can move at her own pace and view lessons at home that meet her individual needs rather than those of the entire class, most flipped classrooms do not operate this way. As Salman Khan, the media's personification of the flipped-classroom, observes in The One World Schoolhouse, "Although it makes class time more interactive and lectures more independent, the 'flipped classroom' still

has students moving together in age-based cohorts at roughly the same pace, with snapshot exams that are used more to label students than address their weaknesses" (see "To YouTube and Beyond," book reviews, Summer 2013).

This arrangement also doesn't tackle the root causes of the lack of motivation that persists among many low-achieving students. Some in the media have suggested that the flipped-classroom approach may only work in upper-income, suburban schools. If low-income students lack access to computers at home or to reliable Internet access, flipping may be a nonstarter in some schools. If students can't benefit from online instruction at home, then they need to receive instruction in the classroom or risk falling behind. Some fear that in relying on parents to provide technology and support, the flipped-classroom model may exacerbate existing resource inequalities. Schools can make computer labs available during after school hours, however, and parental assistance is less critical when watching an online video than when solving homework problems.

Even if the flipped classroom does prove of some benefit to some low-income students, this change in structure alone is unlikely to produce the vast improvement in student learning our country needs. But that doesn't mean the innovation is insignificant. The flipped classroom might still have an important indirect impact on the American education system, as one brand of digital learning. The optimal use of digital learning will vary in different contexts and communities. Some people will attend full-time virtual schools, with even the "classroom" experience occurring online; most will attend brick-and-mortar schools that employ some version of digital learning.

The purpose of flipping the classroom is to shift from passive to active learning to focus on higher order thinking skills such as analysis, synthesis and evaluation (Bloom). As explained in this short video, Flipping the Classroom: Simply Speaking (Penn State), students access key content individually (or in small groups) prior to class time and then meet face-to-face in the larger group to explore content through active learning and engagement strategies.

There are many permutations of what a flipped classroom will look like and depends on variables such as class size, resources, support and readiness to change. At UQ, several teachers across the faculties have already flipped their classrooms and their valuable experiences have been captured in the Case Studies section. In the flipped classroom, the roles and expectations of students and teachers change where:students take more responsibility for their own learning and study core content either individually or in groups before class and then apply knowledge and skills to a range of activities using higher order thinking,teaching 'one-to-many' focuses more on facilitation and moderation than lecturing, though lecturing is still important. Significant learning opportunities can be gained through facilitating active learning, engaging students, guiding learning, correcting misunderstandings and providing timely feedback using a variety of pedagogical strategies.

C. Previous Study

This research is related to several previous studies. At least eight studies with similarities and differences are used as references for forming good research.

The first research was done by Meliza (2021). This study aimed to determine the differences in students' mathematics learning outcomes in data presentation material taught using the Flipped Classroom learning model and students' mathematics learning outcomes taught using the conventional learning model at SMPN 5 Bandar Baru. The research method used in this research is Quasi-Experimental Design. This research involved two classes, namely class VII A, as the experimental class and class VII B, as the control class. Samples were taken using random data collection techniques or Simple Random Sampling. Data collection is used by conducting tests. From the research results, tcount = 1.80 and trabel 1.67, indicating tcount > trabet. Means accept H_1 and reject H_o. in fact, the mathematics learning outcomes of students taught using the flipped classroom learning model are better than the mathematics learning outcomes of students taught using the conventional learning model at SMPN 5 Bandar Baru.

The second research was conducted by Wafiqah (2022). This study aimed to determine whether the Flipped Classroom model with the Google Classroom application increases student learning outcomes in listening skills at a state-owned vocational school in Bone, Sulawesi. This study used a quasi-experimental method with a nonequivalent control group designed and applied in two classes with two different learning models. Experimental classes with the Flipped Classroom model using the Google Classroom application and control classes with the teacher-centered Learning model. The research process was carried out with the following procedures: giving pretest, applying treatments, and giving a post-test. Data analysis was carried out through descriptive and inferential analysis using the One Ways ANOVA test and non-parametric test through SPSS.

From the results of the post-test descriptive analysis, it is known that there are significant differences between the control class and the experimental class. This is evident from the mean value, the control class with a value of 63.32 and the experimental class with a value of 70.19. In addition, based on inferential gain analysis, it is known that p-value = 0.02 means significant differences exist between the results of the pretest and post-test results. So, it was concluded that using the Flipped Classroom model with the Google Classroom application effectively increases students' listening skills.

The third research was done by Guhir (2022). This study aims to determine the effect of the flipped classroom model on the writing skills of 11th-grade students of a state-owned senior high school in Makassar. This research focused on one group of pre-test and post-test per-experimental research. The results of this study used t-test inferential analysis with SPSS v.16, which showed a significant effect on the average score of students' writing skills between the pretest and post-test. The average score of students' writings increased from 52.33 in the pretest to 82.03 in the post-test. The calculated significance value of 0.000 is smaller than 0.05 (P-value = 0.000 < 0.05). Thus, it can be concluded that the flipped classroom model positively affects students' writing skills.

The fourth research was done by Lioe and Teo (2012) It might be worthwhile to investigate the application of the flipped classroom model in a one-on-one computer environment, according to the findings of Assessing The Effectiveness of Flipped Classroom Pedagogy in Promoting Students' Learning Experience. Higher ability and mixed ability classrooms might receive more attention. It would be possible to improve scaffolding for use in the classroom and

at home. Differentiating the guiding questions used in the lower-level activities for at-home activities and the higher-order questions for in-class activities according to Bloom's taxonomy is one potential improvement.

The fifth research was done by Cara (2012) The Impact Of The Flipped Classroom On Student Accomplishment And Stress demonstrates that in order to gauge its effects on both student accomplishment and stress levels, researchers looked into the effects of the flipped classroom and related differentiation. During the second semester of their senior year, assignments were completed in class, while students attended video lectures outside of it. Comparing this kind of classroom setting to previous classes, 35 students reported feeling less stressed. Although test results did not significantly improve, semester grades did. Overall, students felt well about the course of treatment and relished the added advantages of being free to select their own projects and delve deeper into ideas they found intriguing.

The sixth research was done by Herala (2015) stated that the use of *flipped classrooms* is able to improve student learning outcomes. This is because with a flipped classroom students can independently focus on reviewing theories for as long as they need, teachers can concentrate on helping students solve actual problems encountered by students and with repetitive videos can save learning time.

The seventh research was done by Holzinger (2016) which resulted in similar results, where learners' responses were that the flipped classroom model makes teaching more efficient, interactive, and time in class more interesting. With the flexibility to learn at their own pace, this approach fosters self-discipline

at home and makes concepts easier to understand, which promotes motivation to learn. Although they enjoy the flipped classroom approach, students want to learn mathematics in a variety of ways, and they do not wish to use it exclusively. Videos and worksheets that explain three-dimensional vectors are the media Holzinger uses.

And the last research was done by Bhuiyan & Mahmud (2015) showed that learners who followed flipped classroom learning had more attention, high level of relevance, confidence, and more satisfaction compared to learners who followed traditional classes. The findings showed that using a flipped classroom can improve students' motivation, satisfaction, and problem-solving abilities when watching instructional films. A lecture video was the source of the study's video.

Based on the previous study above, I can conclude that flipped classroom method is potential use in school or higher education. Flipped classroom students can independently focus on reviewing theories for as long as they need, and can improve students' motivation, satisfaction, and problem-solving abilities when watching instructional films. Flipped classroom model makes teaching more efficient, interactive, and time in class more interesting. With the flexibility to learn at their own pace, this approach fosters self-discipline at home and makes concepts easier to understand, which promotes motivation to learn.

BAB III
RESEARCH METHODOLOGY

This chapter explains the procedures used in this study in order to find the answer to the question previously stated in chapter one. The aspects of methodology including research design, research participant, technique of data collection, and technique of data analysis. Each explanation is elaborated as follow:

A. Research Design

The method used to combine the many elements of a research endeavor is called the research design. According to Tomaszewski et al (2020), the processes involved in gathering, evaluating, interpreting, and summarizing data for research investigations constitute research design. Because the goal of this study was to determine how the flipped classroom encourages student active learning participation in their education, a qualitative descriptive research methodology was adopted. Suryana (2010) notes that descriptive research in this context was concerned with accurately describing an object based on relevant information. Moreover, Arifin (2012) states that this tactic was predicated on verbal facts rather than numerical ones. The study was dubbed qualitative because the data were collected as sentences.

I use descriptive research to ascertain an object's qualities in order to precisely and methodically evaluate it. This type of research is necessary to help researchers better characterize social phenomena. I decided to employ the qualitative descriptive method as she wanted to clearly express more societal

phenomena and could not do it using a numerical analysis. This research was used to complete some of the stages. The interview procedure will be the first of numerous processes in the researcher's study method. The data analysis that follows will be gained through the interview process and will take the shape of a description utilizing uncomfortable language.

B. Research Participants

The participants in this research were students of the English education department at the Islamic university in Aceh. The participants in this study were chosen using the purposive sampling technique. Purposive sampling is the selection of a sample based on the characteristics of the population required for the research (Mackey & Gass, 2005). Purposive sampling is based on the premise that selecting the best examples for a study produces the best data, and that the cases sampled have a direct impact on the outcome (Patton, 2014).

In choosing participants, I must consider a certain strategy with specific characteristics in order to meet the research's objectives. I interviewed five students from English education departments. I selects the participants purposefully who fulfilled the criteria;

1. The students have prior experience using flipped classroom as teaching method in the classroom

2. The students due to actively using flipped classrooms as teaching methods in the classroom.

C. Techniques of Data Collection

The data for this study were acquired through interviews with participants, with the goal of obtaining thorough information relating to the research subject.

According to Thomas (2005), interviews are one method of collecting qualitative data because they are considered "talking," and talking is natural. The technique of collecting data through interviews in which the researcher asks questions and records responses from study participants at the moment (Creswell, 2014). The interview is classified into three types: organized interviews, semi-structured interviews, and unstructured interviews. This study is interested in conducting semi-structured interviews in which the interviewer is free to respond to questions about their experience with flipped classrooms and active learning in the classroom.

This style of interview is certain to provide information relevant to the inquiry. I selected five students for the sample. The questions are ten in number and cover the promotion of active learning among students through the flipped classroom. The interview takes 10-15 minutes and English language use while the interview is going on. I set an appointment with the participant to conduct the interviews. Then, I record the interview by taking notes or using a recording device.

There are numerous steps to collect data from the interview:

a. The research interviewed 5 students as participants and recorded the interview on a smartphone recorder.

b. Transfer audio recordings to laptop for easy listening and transcription.

c. Carefully listen to the audio.

d. Analyze and interpret the interview data

e. Conclude the interview data.

D. Data Analysis

According to Patton (2014), data analysis is the process of sorting and organizing data into patterns, categories, and fundamental descriptions. According to Miles, Huberman and Saldana (2014), data analysis in qualitative research is carried out during data collection and after completion of data collection within a certain period. In qualitative data analysis there are three streams of activities that occur simultaneously. Activities in data analysis are: Data Condensation, Data Display, and Conclusion Drawing/Verifications.

1. Data condensation

Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. By condensing, we're making data stronger (Miles, Huberman, & Saldana, 2014).

In data condensation, I reduced information during the research activities if data was unimportant or did not support the ways flipped classrooms promoting active learning. The data of the interview was counted by using the pattern and arranged to make the data display easy. Moreover, the results of the interview were transcribed in written form and summarized by separating main things relating to research problems. The data that did not support the students strategies in coping with reading academic text and students problems in coping with reading were reduced.

2. Data display

A display is an organized, compressed assembly of information that allows conclusion drawing and action (Miles, Huberman, & Saldana, 2014). In this step, the researcher organized and displayed the data of students' interviews logically-systematically. The data from the interviews was presented in table form and explained in descriptive text. Moreover, the results of the interview were explained systematically according to the research questions. The results of interviews were linked and connected to each other. As the second component in analyzing data, this technique was used arranging the information, description, or narration to draw conclusions.

3. Conclusion and Verification

This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for the questions at hand (Miles, Huberman, & Saldana, 2014). Verification, integrally linked to conclusion drawing, entails revisiting the data as many times as necessary to cross check or verify these emergent conclusions. In this step, after conducting data condensation and data display, the researcher drew conclusions and verification. It started from data collection until data analysis by taking the points that refer to formulation of research problems. After drawing the conclusion, the next is verification by back to the field notes, with argumentation and review.

BAB IV
FINDINGS AND DISCUSSION

This chapter presents and discusses the findings of the research question: In what ways do flipped classrooms promote active learning among university-level EFL students?

A. Research Findings

This research explores how flipped classrooms can promote active learning among Indonesian university students. It includes the benefits, drawbacks, and impacts of using a flipped classroom for learning based on students' experience. In this study, I conducted the interview. Five participants who had experienced learning through a flipped classroom model were interviewed to explore their viewpoints on the potential of flipped learning on active learning engagements at university levels.

Below, I present some major themes derived from interview data. The participants had positive views of the implementation of flipped classrooms in the classroom as they were enabled to be active in their learning processes by:

1 Being provided with enhanced students' motivation

The data analysis suggests that the participants believed the flipped learning models were advantageous. All the participants believed that learning through a flipped classroom enhanced their motivation during teaching and learning. This is evidenced in the following interview excerpts:

"I do believe that flipped classrooms can motivate me during teaching and learning and I feel more excited to learn in the classroom" (participant A).

"yes, I agree that flipped classrooms enhance our motivation to learn and act more active in the classroom" (participant B).

"In my opinion, I believe that using flipped classroom as method in the teaching and learning can enhance our motivation and we can explore more about the material in the classroom or outside classroom" (participant C).

"Based on my experience, flipped classroom can enhance our motivation during I learn in the classroom and we can act and express more active" (participant D).

"I think flipped classroom can be one of the methods can enhance our motivation in the classroom during the teaching and learning process" (participant E).

Here, it can be concluded that flipped classrooms can potentially be one of the learning methods that can enhance students' motivation during the teaching and learning process because they can be more active and be challenged to explore more about the materials before and after the teaching and learning processes.

By being active participants in the learning process, students can easily understand the learning materials provided by the teachers. Considering the more active nature of learning in higher education settings, flipped classrooms are seemingly suitable for university students. Therefore, the participants agreed that flipped classrooms are applied as an active and innovative learning method in higher education. Furthermore, the participants revealed that some students have experienced using flipped classrooms well.

2 Being provided with interesting, active, and collaborative learning activities.

Some participants believed that learning through the flipped classroom method can make the learning processes more exciting and explorative. For instance, the students can explore more learning materials independently besides what their teachers have provided and initiate discussions with other students. This theme can be identified in the following interview excerpts:

> "Based on my experience, flipped classrooms make the learning process interesting where the students talk more between friend to friend where the teacher only sits there and gives a response if there are any mistakes or any suggestions for the material or the project. Also, in the flipped classroom, the students who are passive before can be more active in the classroom when using flipped classroom as teaching method (Participant A)."

Similarity, as seen in the following interview excerpt, Participant B agreed that the flipped classroom makes teaching and learning more active and collaborative. Participant B particularly believed that flipped classrooms enabled her to be involved in active and collaborative learning activities.

> "In my opinion, flipped classroom models have significantly transformed from passive learning to active engagement. Flipped classrooms also have the potential to make teaching and learning more interesting by promoting active engagement, collaboration, and immediate feedback (Participant B)."

The data suggests that a flipped classroom is a viable teaching and learning model for university-level students as they can find their activities interesting, active, and collaborative.

3 Being provided with more enhanced learning engagement

The flipped classroom method significantly enhances engagement by transforming the learning experience into an interactive, student-centered process, making learning and teaching more dynamic, personalized, and effective.

> "in the classroom, when the teachers use flipped classroom, I act more active and I think more when teachers give me any material. I should prepare this by myself but teachers still give suggestions and respond to our project" (Participant A).

> "I think, it's yes. Because by using flipped classroom model, we can better prepare to actively engage with the material during classroom" (Participant B).

> "In my opinion, my answer is yes. Because flipped classroom helps students well when they cannot present in the classroom. They make the chance learning at home through video or assignments that are given by a teacher" (Participant C).

> "my answer is yes, because students can engage with diverse learning materials like videos, readings, and online exercises. Which cater to different learning styles and keep the learning experience fresh and interesting" (Participant D).

> "I think by allowing students to explore topics in-depth and at their own space, the flipped classroom fosters a sense of achievement and mastery, which boosts motivation and engagement" (Participant E).

Based on the participants' answers, I can see the flipped classroom enhances students' engagement. Flipped classrooms increase student engagement by relegating lower-order learning activities to the student's own time and making space for collaborative, higher-level learning during class time. That way, teachers can guide the students through exercises and get better insight into who

understands the materials and who is struggling. And students have more opportunities to ask questions and get better answers.

4   Being provided with improved learning quality

A flipped classroom can significantly improve learning quality by engaging students in the learning process more deeply compared to the traditional passive learning method. The flipped classroom also involves discussions, problem-solving, and hands-on projects, which help students understand and retain information. This is showcased in the interview excerpt with participant B below:

> "I think active learning very helps me to improve my quality learning activities. One of the benefits is flipped classroom can encourage me to explore topic learning more deeply, so I can understand the subject matter" (participant B).

> "yes, because active learning is helpful when we try to teach the harder material to the students. By flipped classroom, it can make the students understand step by step" (Participant C).

However, Participant A presented a rather different opinion on the potential of a flipped classroom. For him, a flipped classroom can be useful for certain classes but not every class. He found that the flipped classroom model benefited him when learning to speak or conduct presentations in English.

> "I think flipped classrooms help me to improve the quality of learning activities but not in every class. In some classes, active learning is not a useful method. Flipped classrooms can help me in class, such as speaking class or other classes related to presentations and project classes."

Based on the participants' responses, I can conclude that flipped classrooms help students improve students' ability to learn and teach in the classroom. Flipped classroom strategies, such as group work and interactive

technologies, make learning more engaging. And students know how to solve difficulties in learning activities. Such as understanding difficult material or misunderstanding instructions from teachers.

5   Being provided with student-centered learning

Flipped classroom is a response to the idea that class time can be used to engage students in learning through active learning techniques, rather than through delivering lectures alone. In flipped classrooms, students can explore the information for material and can make students more active participants during the teaching and learning activities.

> "I think flipped classroom promotes student-centered and active participation. The way they make the students a center of learning is where the students should be more active than teachers and they should do anything by themselves but still have the teacher's response" (Participant A).

> "In my opinion, flipped classroom can promote students to become active participants in their learning activities, and then foster collaboration and critical thinking, and then promote student-centered learning in education" (Participant B).

Based on the participants' explanation above, I can find out that the flipped classroom promotes student-centered learning because students as a center in teaching and learning. Students can explore more about the material or they can open discussion with other students and the teachers as an instructor or guide for students. Therefore, that reason students be more active in the classroom and the learning and teaching foster collaboration and critical thinking.

B. Discussion

The data analysis revealed some interesting terms regarding the interview discussing in what ways flipped classrooms promote active learning among university-level EFL students. This discussion is based on the result of the interview of the five participants, which are students. I found various opinions and responses related to perspectives and the ways flipped classrooms promote active learning among students in university from the participants.

Data analysis shows students' perspective on the ways flipped classrooms promote active learning among students in learning and teaching in university give the benefits and the drawbacks to students. The flipped classroom method does have many benefits (McLaughlin et al, 2014), such as students will have positive opinions and be open to new knowledge, more active, more independent and creative and more critical in addressing certain case problems. This method could be the solution for teaching and learning in university. And all participants agreed that learning through a flipped classroom is very interesting.

From the responses, all major opinions from participants in this research; flipped classroom makes the learning process interesting where the students discuss more between students to students where the teacher only sit in a classroom and gives a response if there are any mistakes or any suggestions for the material or the project. And teaching and learning is more active and productive for students. The classroom becomes an active learning environment where collaboration is increased. Students are more likely to remain focused, and it also helps students avoid "cramming" for exams, or losing any information

retained post-examination. And this method also encourages students and teachers to explore more about the material.

These findings are related to Lai and hwang's (2016) statement that in the flipped classroom, students can take control of their own learning pace and be responsible for their learning process. On the other hand, class time is freed up so that teachers can develop meaningful activities to stimulate the students to engage in higher-order thinking.

However, most participants also stated that learning through flipped classrooms enhanced students' engagement and satisfaction in the teaching and learning activities. Because, students being centered in the classroom and teachers being instructors. Flipped classrooms also student-centered learning which ensures lessons are primarily aimed at contributing to the student's overall success in obtaining a proper, effective education which is both active and engaging. Students can practice and apply themselves more successfully in all forms of learning. Whether it be oral, listening, hands on, or problem-solving. Students feel encouraged to understand the underlying rationale behind the information provided whilst learning at their own pace.

Proponents of flipped classroom list numerous advantages of inverting teaching and learning in higher education according to the flipped classroom model: it allows students to learn in their own pace, it encourages students to actively engage with lecture material, it frees up actual class time for more effective, creative and active learning activities, teachers receive expanded opportunities to interact with and to assess students' learning, and students take control and responsibility for their learning (Betihavas et al., 2015).

The research question focused on the ways flipped classrooms promote active learning among students in university that students face. The students agreed that there are ways flipped classrooms promote active learning. As a pedagogical strategy, the flipped classroom, according to Awidi and Paynter (2019), appears to be a revolutionary model in raising student involvement, expanding their educational experience, and boosting their results.

The flipped classroom approach supports the useful building of active knowledge and experience learning. However, a few investigators recognized social learning as an enhanced component in the real-world use of flipped classrooms. According to an additional study, flipped classrooms are superior for raising student motivation, reducing cognitive load, and promoting learning outcomes. Another study suggested that flipped classrooms make learners responsible for their learning. Students feel free to use other online resources to comprehend and enjoy online lectures because they have sufficient time (Chua and Lateef, 2014).
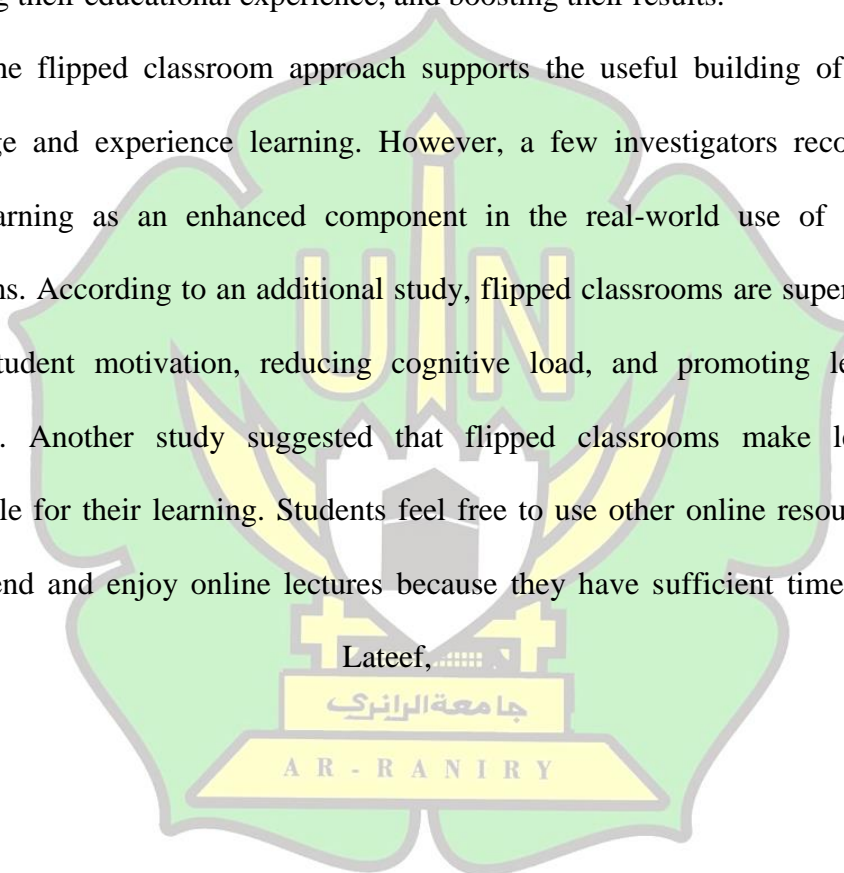
BAB V

CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions and recommendations of this study. The conclusions are drawn based on the data analysis of the research findings in the previous chapter. Meanwhile, the recommendations have been written to improve future research in this field.

A. Conclusions

The study analyzed the perspectives of five university-level EFL students on the promotion of active learning through flipped classrooms. The results show that flipped classrooms promote active learning by encouraging students to have positive opinions, be more active, independent, creative, and critical in addressing case problems. The study found that flipped classrooms make the learning process interactive, encouraging collaboration and avoiding "cramming" for exams. Students can take control of their learning pace and be responsible for their own learning process, while class time is freed up for more practical activities. Most participants also reported enhanced student engagement and satisfaction in teaching and learning activities. The flipped classroom model offers numerous advantages, including allowing students to learn at their own pace, encouraging active engagement with lecture material, freeing up class time for more creative and active learning activities, providing teachers with expanded opportunities to interact and assess students' learning, and fostering students' control and responsibility for their learning.

The flipped classroom method promotes active learning among university-level EFL students by increasing collaboration, allowing students to control their learning pace, and freeing up class time for meaningful activities. It also enhances student engagement and satisfaction in teaching and learning activities. The flipped classroom model allows students to learn independently, engage with lecture material, and take responsibility for their learning. It is a revolutionary pedagogical strategy that raises student involvement, expands the educational experience, and ultimately boosts results. Flipped classrooms are superior for increasing student motivation, reducing cognitive load, and promoting learning outcomes. Social learning is an enhanced component in the real-world use of flipped classrooms. Students feel encouraged to understand the underlying rationale behind the information provided, and they can practice and apply themselves more successfully in all forms of learning. The method ensures lessons are primarily aimed at contributing to the students' overall success in obtaining a proper, effective education.

B. Recommendations

I would like to give some recommendations for students, teachers or lecturers. For students, the result of this research can hopefully be discussed with the teacher regarding the best way to teach and learn through flipped classrooms or other methods so that they have no difficulty in teaching and learning activities.

Flipped classrooms are believed to be a helpful learning method in the classroom. Flipped classroom is also an instructional strategy and a type of blended learning. It aims to increase student engagement and learning by having

pupils complete readings at home and work on live problem-solving during class time in the classroom.

For teachers and lecturers, I hope the teacher can provide more motivation so that the students can be more active in learning. The teachers must find other methods or models of learning especially through flipped classrooms so that the students are interested in following the teaching and learning process. Teachers also have to be more creative in preparing the material or how the teacher teaches using the flipped classroom method. Thus, it is for students to understand the subject.

I hope this research will provide additional insights for those who want to conduct research related to promoting active learning through flipped classrooms. At least, this research could be a reference for the next I to research this case. There are many limitations of this research. Therefore, I hope that others can continue this research to study this research more deeply.
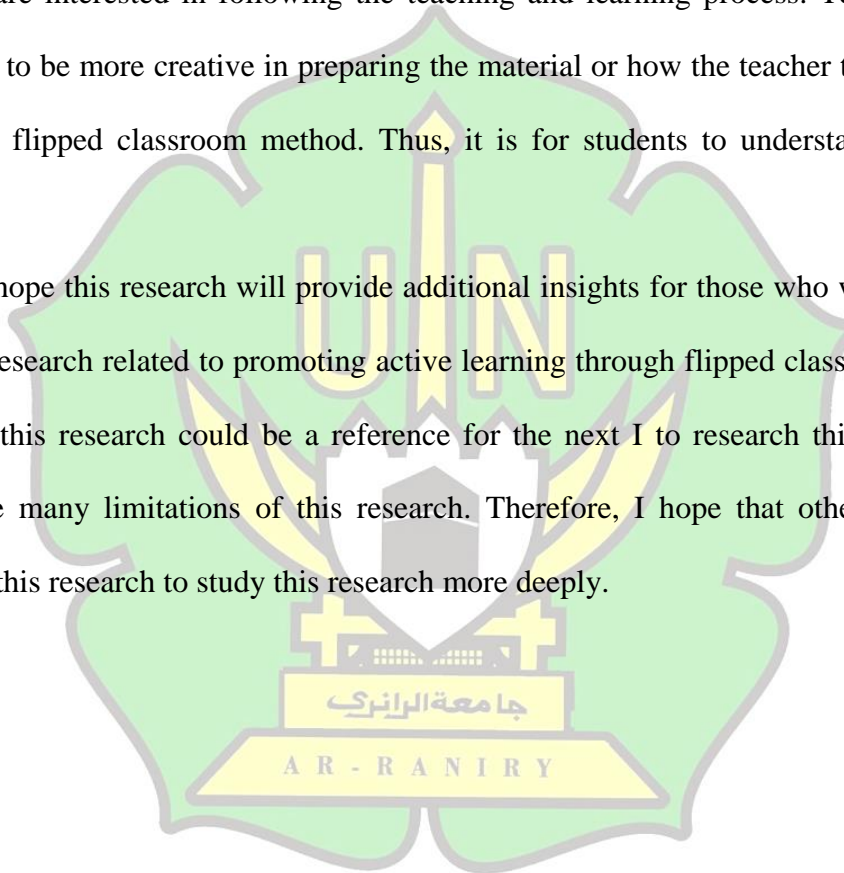
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APPENDIX

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR: B-13176/Un.08/FTK/Kp.07.6/12/2023

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk pembimbing skripsi;

b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai pembimbing skripsi mahasiswa;

c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Banda Aceh Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa.

KESATU : Menunjuk Saudara :
Faishal Zakaria, S.Pd. I., M.A., Ph.D

Untuk membimbing Skripsi

Nama	:	**Nurreza Laila**
NIM	:	190203033
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	**Promoting active learning among students through Flipped classroom: A case study at an Islamic university in Aceh**

KEDUA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KETIGA : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2023 Tanggal 30 November 2022 Tahun Anggaran 2023;

KEEMPAT : Surat Keputusan ini berlaku selama enam bulan sejak tanggal ditetapkan;

KELIMA : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 28 Desember 2023
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry Banda Aceh di Banda Aceh;
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh di Banda Aceh;
7. Yang bersangkutan;
8. Arsip.

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniy.ac.id

Nomor   : B-3388/Un.08/FTK.1/TL.00/4/2024
Lamp   : -
Hal   : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM   : **NURREZA LAILA / 190203033**
Semester/Jurusan : X / Pendidikan Bahasa Inggris
Alamat sekarang : Peukan Bada - Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***Promoting Active Learning among Students through Flipped classroom: A Case Study at An Islamic University in Acehtudents***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 30 April 2024
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 29 Mei 2024   Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
PRODI PENDIDIKAN BAHASA INGGRIS
Jln Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Email : pbi.ftk@ar-raniry.ac.id. Website : https://ar-raniry.ac.id

SURAT KETERANGAN
Nomor: B-417/Un.08/PBI/Kp.01.2/8/2024

Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang nama tersebut di bawah ini:

Nama	: Nurreza Laila
NIM	: 190203033
Fak/Prodi	: Tarbiyah dan Keguruan / Pendidikan Bahasa Inggris
Alamat	: Peukan Bada

Benar telah melakukan penelitian dan mengumpulkan data pada mahasiswa Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh dalam rangka penyusunan Skripsi yang berjudul:

"Promoting Active Learning among EFL Students through Flipped Classrooms: A case study at an Islamic University in Aceh"

Demikianlah Surat Keterangan ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 09 Agustus 2024
Ketua Prodi Pendidikan Bahasa Inggris,

Syarifah Dahliana

Interview Protocol Form

Project   **:** Promoting Active Learning among Students through Flipped
                 Classroom: A Case Study at An Islamic State University in Aceh

Date   **:**

Time   **:**

Location   **:**

Interviewer **:**

Interviewee **:**

Notes to interviewee:

Thank you for your participation. I would like to interview for approximately 15 minutes. The interview will be recorded using a voice recorder. All interviews will be recorded with the consent of the participants and will be transcribed where the transcripts will be placed in a folder that only I can access. In this interview, I am interested in finding out how flipped classrooms promote active learning among English department students. As one of those students, your feedback will be invaluable for the present research.

List of questions for interview:

1.   What do you think about flipped classrooms?

Answer:

2.   What is your understanding of active learning?

Answer:

3.   Do you think there is a relationship between flipped classrooms and active learning? In what ways are they related?

Answer:

4.   Are there any advantages of flipped classrooms? If so, what are they?

Answer:

5.   Does the flipped classroom model enhance your engagement in the classroom? If yes, how so?

Answer:

6.   Do you think active learning really helps you in improving the quality of your learning activities? How so?

Answer:

7.   How does the flipped classroom approach promote student-centered learning and active participation?

Answer:

8.   Based on your experience, how did the flipped classes make teaching and learning interesting?

Answer:

9.   What is your general impression of the flipped classrooms?

Answer:

10.   Do you recommend flipped classrooms to be applied in teaching-learning in higher education?

Answer:

Reflection by the interviewer:

1.   Close the interview
2.   Thank the interviewee
3.   Reassure confidentially

Ask permission to follow up