



## Exploring EFL Students' Perspectives of Flipped Learning at English Education Study Program: Problems and Solutions

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Article Info	Abstract
<b>Article History</b> Received: 2025-03-11 Revised: 2025-04-27 Published: 2025-05-01  <b>Keywords:</b> <i>Flipped Learning;</i> <i>Problems;</i> <i>Solutions.</i>	<p>The educational system in Indonesia has undergone several changes over time. The most recent curriculum implemented is the <i>Merdeka Curriculum</i>, which requires students to be more active in their learning. One of the instructional models applied in this curriculum is flipped learning. Flipped learning promotes students' active participation by emphasizing a student-centered learning environment. This study employed a qualitative method with a case study design to explore students' understanding of flipped learning, the problems they faced, and the solutions they applied when studying with the flipped learning model. The researcher used several instruments to collect data, including questionnaires, student interviews, observations, and document reviews. The participants of this study were 33 students of English Education Study Program at Sriwijaya University. The findings revealed three key points. First, the students showed fair experience with flipped learning model. Second, the challenges they encountered included time constraints, lack of motivation, and difficulties in teamwork. Third, to address these challenges, they sought additional explanations and managed their study time more effectively. Additionally, this study provides suggestions for students, lecturers, and future researchers.</p>
Artikel Info	Abstrak
<b>Sejarah Artikel</b> Diterima: 2025-03-11 Direvisi: 2025-04-27 Dipublikasi: 2025-05-01  <b>Kata kunci:</b> <i>Flipped learning;</i> <i>Tantangan;</i> <i>Solusi.</i>	<p>Sistem pendidikan di Indonesia terus mengalami perubahan seiring waktu. Kurikulum terbaru yang diterapkan adalah <i>Kurikulum Merdeka</i>, yang mendorong siswa untuk lebih aktif dalam pembelajaran. Salah satu model pembelajaran yang digunakan dalam kurikulum ini adalah <i>flipped learning</i>, yang menekankan partisipasi aktif siswa dengan pendekatan pembelajaran berpusat pada siswa. Penelitian ini menggunakan metode kualitatif dengan desain studi kasus untuk mengeksplorasi pemahaman siswa mengenai <i>flipped learning</i>, tantangan yang mereka hadapi, serta solusi yang mereka terapkan saat belajar dengan model ini. Peneliti mengumpulkan data melalui kuesioner, wawancara dengan mahasiswa, observasi, dan telaah dokumen. Partisipan dalam penelitian ini adalah 33 mahasiswa dari Program Studi Pendidikan Bahasa Inggris di Universitas Sriwijaya. Hasil penelitian menunjukkan tiga temuan utama. Pertama, mahasiswa menunjukkan pengalaman yang cukup dengan model pembelajaran <i>flipped learning</i>. Kedua, mereka menghadapi beberapa tantangan, seperti keterbatasan waktu, kurangnya motivasi, dan kesulitan dalam kerjasama tim. Ketiga, untuk mengatasi tantangan tersebut, mereka mencari penjelasan tambahan dan mengatur waktu belajar dengan lebih baik. Selain itu, penelitian ini memberikan rekomendasi bagi mahasiswa, dosen, dan peneliti di masa depan.</p>

### I. INTRODUCTION

The educational system in Indonesia has undergone several changes over time, with various innovations emerging to enhance the quality of education. One of the key aspects influencing education is the curriculum (Supriani et al., 2022). According to Egan (1978), the study of any educational phenomenon is known as the curriculum. In Indonesia, the curriculum is continuously updated by the Ministry of Education to align with modernization and societal needs. According to data from Itjen Kemendikbud (2022), Indonesia has implemented several curricula, and the most

recent curriculum is the *Merdeka Belajar Curriculum*. This curriculum encourages students to be more active and engaged in mastering a variety of knowledge and skills that prepare them for their future careers (Maipita et al., 2020). Therefore, the *Merdeka Curriculum* adopts a student-centered approach, encouraging the development of skills in areas like technology use, teamwork, and self-direction (Amiruddin et al., 2023).

Second is the learning model, based on Sagala (2005, as cited in Indrawati and Setiawan, 2009), the learning model is a conceptual framework that aims to help students achieve the learning

goal and aims as a guideline for teachers in planning their teaching. Moreover, those two aspects of educational systems are important to build knowledge and achieve learning goals (Alakrash et al., 2021; Harahap et al., 2021).

Flipped learning is one of the learning models that can be applied to promote students' active participation in learning. Based on a book written by Sams and Washington (2012), flipped learning or flipped classes are assignments that were previously completed in class and are now completed at home, while assignments that were previously completed as homework are now completed in class. This model focuses on the dynamics transforming of traditional classrooms to prioritize active learning and deeper understanding over passive content delivery. There are several studies found that flipped learning has positive impact on students' learning. As it is found that flipped learning can enhance students' English language skills. Therefore, flipped learning becomes more effective compared to other models (Arslan, 2020; Chen and Hwang 2020; Hashemifardnia et al., 2021).

Although the flipped learning model offers numerous benefits for students' academic progress, it also presents several problems. Mandasari and Wahyudin (2021) reported that during interviews, some students had difficulty in comprehending learning materials and relied on their peers for the explanation to clarify their understanding. Moreover, emotional resistance can hinder teacher-student interactions in the flipped learning model, as students may struggle to adapt to this instructional approach. However, Liu and Qi (2021) suggested that this issue can be mitigated by providing clear guidance before implementing flipped learning and incorporating question-and-answer sessions to facilitate student understanding.

Numerous studies on flipped learning have been conducted across various educational levels, particularly in the Indonesian context. At the junior high school level, research on flipped learning has been carried out by Dewi et al. (2021) and Yanto et al. (2020). Similarly, at the senior high school level, several studies have explored this instructional approach (Febrianti & Jaya, 2022; Sudarmaji et al., 2021). At the university level, some institutions have adopted the flipped learning model (Makruf et al., 2021; Lestari, 2021). Although many studies have explored flipped learning, research on its

implementation in Palembang universities, especially at Sriwijaya University is still limited.

Therefore, the objectives of this study are:

1. To examine students' experience of flipped learning.
2. To identify the problems students face during the implementation of flipped learning.
3. To explore the solutions students employ to overcome those challenges.

## **II. METHOD**

This study used a qualitative method with a case study design to explore the challenges and solutions experienced by students in the implementation of flipped learning. The case study approach allowed the researcher to analyze real-life phenomena within the learning context. The research was conducted at Sriwijaya University, Palembang Campus, located at Jl. Ogan, RT.37/RW.12, Bukit Lama, Kec. Ilir Barat I, Palembang, South Sumatra.

The participants were sixth-semester students from the English Education Study Program. To collect data, the researcher used four data collection techniques: questionnaires, interviews, observations, and document reviews. Firstly, the researcher distributed a questionnaire through Google Form to all sixth-semester students in the Palembang class. After collecting the data from questionnaire, six students were selected for interviews based on their willingness to participate. The interview was conducted via Zoom Meeting, and the meeting was recorded. Additionally, to gain deeper insights into the implementation of flipped learning classroom, the researcher observed one of the courses. The observation was conducted for three times. Lastly, document review was carried out by reviewing three types of documents as part of the data collection process which were lesson plan, class activities sheet, and students' work.

## **III. RESULT AND DISCUSSION**

### **A. Students' Understanding of Flipped Learning**

The findings of students' understanding of flipped learning were collected from the questionnaire. The result was formed into this following table:

**Tabel 1.** Students' Understanding of Flipped Learning

No	Score Interval	Predicate	Frequency	Percent
1	63-85	Good	2	6%
2	40-62	Fair	31	94%
3	17-39	Poor	0	0%
		Total	33	100%

This study found that most of students had fair experience level with the flipped learning model. This was shown from the result of the questionnaire where 94% of students or 31 from 33 students had fair experience level of flipped learning model. One of the reasons was because they did not have prior experience with flipped learning when they were still students in high school. Therefore, it makes the students were difficult to adapt with the activities in flipped learning model. It was proven from the result of the interviews in this study. As an example, Student 2 stated that she was unfamiliar with flipped learning concept because it was her first time hearing the concept of flipped learning in the university. It was understandable if most of the students had fair experience level of this learning model if the reason was because they just studied using flipped learning when they were in the university.

## **B. Problems Students Faced in Flipped Learning**

From the findings of the interview this study found out that there were three main problems of flipped learning that were experienced by the students. They were time constraints, lack of motivation, and lack of teamwork. For time constraint, the students had difficulty to find the appropriate time to study because there were other activities and assignments that must be done. Moreover, other students stated that they could not manage their time to study out-side of the classroom. Some of them also sometimes got distracted by other activities that could hinder learning time. This could suggest that they had several other classes that should attend and they also should study for those classes. Therefore, they had difficulty in balancing the time to prepare them in studying the lesson for all classes including the class which used flipped learning model. This problem was actually related to the second problem found which thus problem might cause another problem. It was lack of preparation, because

the students did not have enough time prepare themselves very well. It was proved by the problem found in the observations that revealed the students who present the learning material had difficulty in explaining the learning material. Moreover, when the researcher observed the class, the students were not active to discuss with their friends in the discussion session of the presentation. It might indicate that the students who did not present kept silent because they did not prepare themselves by reading the learning material that was asked by their lecturers. Additionally, from the result of the document review revealed that the learning material in lesson plan and class activities have already been aligned with the material they learned in the class. It can be seen from the students' work and the result of observation.

The second problem that found from the interview was lack of motivation. For lack of motivation, there were some students who were less discipline in doing pre-class work, less focused, and others students also stated that they were getting distracted by social media. As an example, for the students who were less discipline in doing pre-class work, it could be seen from the result of the observation.

During the observations, the researcher observed that most of the presenters in group presented the learning material by only reading the PowerPoint without trying to explain about what they have got from the learning material that they have studied. Moreover, the researcher observed that there were other students seemed did not study before going to the classroom. It was seen when other students were less active participation in the discussion session provided by the presenters, they did not convey any opinion or question to the presenters. Furthermore, during the researcher conducted the observations in the classroom, only one student asked a question in those three meetings. In addition, there was a presenter group had difficulties in answering a question given by one of the lecturers which indicated that they might not have much preparation for presenting.

In addition, another problem found from the interview results was the students were less focused. They stated that they were less focused because they got distracted by their smartphone and the entertainment

application. Moreover, it was in line with the result of the observation where the researcher found in the classroom that there were some students who did not present the presentation did other activities that were not related to the learning process including playing game, scrolling social media, and talking to other friends. It was not appropriate for students to do other activities that were unrelated to the learning process once they were in the classroom. They only should focus on one thing which paying attention to the learning because when they were not paying attention to the learning, it could cause problems. Additionally, in relation to students who were less focused, from the result of one of the documents reviewed by the researcher which was the lesson plan stated that the indicator for the fourth meeting was about the accuracy and suitability in writing learning indicators of core competencies II. Followed by the class activities sheet, it was stated that group three was responsible for presenting the fourth meeting. However, the reality when the researcher observed during the classroom was that the result of the group's presentation could not fulfill the indicator as stated in the lesson plan because the group was still inaccurate in doing their work. It could be seen from the students' work and lecturer who said that their work needed correction. It indicated that they were still less focused because in the previous meeting, the lecturers had given the examples of how to do the group work correctly. If they focused in the previous meeting, their work should be done correctly since the material of the fourth meeting was similar to material in the previous meeting.

Lastly, the third main problem of flipped learning found in students' interviews was lack of teamwork. It could be concluded from the interview where Student 6 reported that she had less active members in her group which caused difficulty in her learning process. Moreover, she stated that it was difficult to organize the group work so that she must encourage her members to finish the work. Furthermore, when the researcher observed the students in the classroom, most of them were less active. It could be seen when the lecturers encouraged them to convey their opinions or to ask questions for many times because of their inactiveness. However, they still kept silent. This could suggest that the students did not prepare

themselves in group discussion for the classroom so that they were not active in class activity. It did not relate to the flipped learning characteristic where its nature is student-centered. As stated by one of the experts of flipped learning that one of components to create the successful learning environment in flipped classroom is student-centered (Bergmann, 2014). Hence, when the students knew that their class used flipped learning model, they should also know that they must be active in the classroom. For the additional information, the group provided in the class activities sheet aligned with the group when the researcher observed.

### **C. Solutions Used by Students**

This study revealed that there are several solutions reported by the students to solve the problems they faced. The solutions revealed from the interview were seeking explanation and time management. First is seeking explanation, this solution is used to solve the problem of lack of motivation. For seeking explanation, it included the students asked to their friends and lecturers whenever they had lack of understanding the learning material. This solution might solve the problems they faced whenever they had lack of motivation including less focus and less discipline that could cause they did not get what they learned the material. Besides that, they reported that they asked to their friends whenever their motivation for independent learning was low, as they became distracted by social media and preferred to engage with it to see the entertainment. Thus, this led to a lack of understanding the learning material. From gathering the information about the lesson, it will enhance their understanding of the learning material. Additionally, when the researcher observed the students who present the learning material asked each other before answering the questions given by the lecturer and student. Furthermore, in students' interview session they said that also used internet to help them understand the learning material whenever the learning sources were difficult to be understood before they go to the class. As most of interviewed students said that seeking more explanation was helpfully whenever they confused in learning before going to the class. It was also proved when the researcher observed the class that the students who present the learning material

tried to find information from the internet to help them answer the questions given. Moreover, there are some students who did not present the presentation opened Google to find the information when they did not know something from the explanation. For example, they open Google to find KI and KD. This could suggest that this is the most practical solution that they can do. This also could be seen in the lesson plan that the lecturers allow them to find more explanation on internet. As it is supported by Prasetyo and Nurhidayah (2021), internet can improve students' understanding in learning. The second solution was time management. This also aligned with the class activities sheet that the students can find information from internet.

Second is time management, this solution is used to solve the problems of lack of teamwork and time constraint. As Student 6 reported, she did several things to enhance the teamwork and one of them was encouraging the group members to complete the pre-work before the due date. It could suggest that maintaining good communication in group work was important so that their learning continued. Lailiyah et al., (2021) stated that to build a good collaboration the students must have the ability in communication. By maintaining the good communication, it could help them to easily do the pre-work of flipped learning before the due date. Moreover, some of students reported they set their specific time to prepare themselves before going to the class, because if they did not set the specific time to study, they would face some problems of time constraint where they were distracted by other activities and other assignments that made them did not have enough time to prepare themselves. In addition, besides setting the specific time to study, they also made study plan in order to manage their time to study several subjects. By making a study plan, they could schedule themselves and divide their time to study. It could suggest that they tried to have self-regulated learning where the students independently tried to manage their time. Self-regulated learning could be beneficial for students because they could manage their time to study and they have already known that they would do. As reported by Yoon et al., (2021), self-regulated learning is beneficial in flipped classroom, because it could improve students' skills in

independent learning. This was supported by the result of the observation and document review that they could make their group work which was PowerPoint before the due date and present it in the classroom.

#### **IV. CONCLUSION AND SUGGESTION**

##### **A. Conclusion**

From the findings that have been discussed in the previous section, it can be concluded that most of the sixth semester students of English Education Study Program at Sriwijaya University had a fair understanding of flipped learning concept. They were still struggling to adapt with this model as they just experienced this model in university. Additionally, they faced some problems when studying with this model. The problems were time constraints where they could not manage time efficiently, lack of motivation where they did not have intention to prepare themselves before the class, and lack of teamwork where there were less active members in doing group activity. To deal with those problems, most of the students tried to solve them by seeking explanation from friends, lecturers, and internet sources. Another solution that the students did to solve the problem was managing the time for studying where they made study plan, encouraged the group members to do the assignment, and set specific time to study.

##### **B. Suggestion**

This study provides several suggestions for students, lecturers, and future researchers. For students, this study suggests they follow all the steps in the flipped learning process, starting from doing the pre-work and being active and engaged in classroom activities. By doing the pre-work and being active, the students would understand the material well. For lecturers, they should ensure that the students did the pre-work activities and ensure the students' understanding. For example, they could do it by giving several questions at the beginning of the class. For future researchers, this study suggests them to explore more investigations related to the implementation of flipped learning in universities, especially about the lecturers' manners or their perspective as well as the problems and solutions to the implementation of this learning model, because it is important to know from the lecturers' point of view.

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