

The Implementation of Flipped Classroom in EFL Reading During Covid-19 Pandemic: Indonesian EFL Students' Voices

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ABSTRACT

The purpose of this study was to explore students' voices on the implementation of the flipped classroom in the EFL Reading Class during the Covid-19 pandemic. This research was a case study using a qualitative descriptive method. The participant of this study were students of grade 10 that consist of 32 students at one Islamic Senior High School (Madrasah Aliyah Negeri) in North Sumatra. The results of this study are the improvement of quality of learning EFL Reading through the flipped classroom strategy, an increase in students' independence learning in using the flipped classroom utilizing technology in the flipped classroom also has a positive impact on the role of technology in education. Based on the finding in this research, the implementation of the flip classroom during the pandemic can be one of the reference methods that can be used by teachers by considering the benefits of the flipped classroom for students, such as making it easier to access and students' readiness to face learning.

Keywords: Blended Learning, Covid-19 Pandemic, EFL, Flipped Classroom,

INTRODUCTION

The COVID-19 pandemic, which is still hitting Indonesia and also the world, impacts many aspects of life, particularly education. The Corona Virus (Covid-19) pandemic has had a significant influence on teaching and learning throughout the world, with schools from elementary to tertiary levels being forced to close. Over 1.75 billion students' learning activities have been impeded in over 200 countries that have enacted complete or partial lockdowns throughout the world as of April 14, 2020 (Al-Shabibi & Al-Ayasra, 2019). Online learning is one of the government's methods for breaking the chains of the COVID-19 virus outbreak. This type of learning can also be used to implement learning English, especially in EFL reading classes. In the education aspect, the pandemic of Covid-19 disrupts the pattern and structure of education, which is disrupted at the same time as the industrial revolution 4.0 and the social revolution 5.0, this is marked by the development and progress of information technology. The revolution of society 5.0 is marked by the necessity of achieving competence by teachers, namely computational thinking competence as proclaimed by the Indonesian minister of Educational Affairs Nadiem Makarim (Karim & Saptono, 2020; Wing, 2006). Computational thinking entails using basic computer science concepts to solve issues, develop systems, and comprehend human behavior (Wing, 2006).

Technology has evolved into a need. And it is now everyone's responsibility to have the capacity to utilize it, particularly during the present Covid-19 pandemic. With the advancement of technology in educational practices, new learning models putting technology into the knowledge transmission process are currently being developed. This technical and information progress has replaced instructors as one of the key elements in the learning and teaching process; face-to-face or offline learning is replaced with online learning outside the classrooms (Kementerian Pendidikan dan Kebudayaan, 2020). English is increasingly important to be learned and acquired strengthening its role as an International language. Reading is one of the four language skills that learners should master. However, without appropriate learning skills and strategies, reading competence is difficult to achieve (Spivey & Cuthbert, 2006). Learners can have good reading comprehension if they have four reading strategies: identifying the main concepts, guessing the meanings of words, discovering specific information, and inferring (Mikulecky & Jeffries, 1996). The present study was designed to fill the gap in the previous studies by addressing the issues identified by the present researchers. Self-study, according

to Karim & Saptono (2020) is the process of moving the force or encouragement from inside the individual who learns to move the potential of their self and learns the object of study without any outside pressure or influence. Thus, learning independently is more directed toward the formation of independence in the way of learning. Enacting independence in learning is influenced by five aspects, discipline, self-confidence, motivation, initiative, and responsibility answer (Syam, 1999). Therefore, if students have self-confidence, drive, initiative, discipline, and responsibility, students will be able to study without a teacher's assistance (Marlowe, 2012). By watching the current pandemic situation, the present study expects to explore, apply, and evaluate the new method in language acquisition, particularly in teaching reading, to help students to improve their reading abilities. In this present study, the researchers used the Flipped Classroom to increase students-capacity to comprehend English texts by combining theory and practice.

The role of technology is very influential in the Covid-19 pandemic situation. Especially in the world of education. Many schools implement online learning (including the schools in this study). Online learning is education that is delivered remotely using media like the internet and auxiliary devices like computers and mobile phones. According to Riyana (2019), the precision with which students digest varied academic content that is offered virtually via online learning support resources (for instance, smartphones and laptops) is the emphasis of online learning. E-learning and online learning both share the same fundamental ideas. However, during online learning, many parents voiced concerns about several issues that students had while studying at home, including an excessive amount of tasks, and instructors who were not using technology to its fullest potential. According to Hadisi & Muna (2015), the interaction between teachers and students is reduced as a result of online learning. In other instances, the absence of engagement even happens between classmates. The lack of interaction also prevents the development of continuing teaching and learning activities with high moral standards. Additionally, both professors and students are now experiencing online learning for the first time. Another weakness of online learning is that it is challenging for kids to concentrate on learning because of an unfavorable home environment, the limited amount of internet or wi-fi that can be used, and other distractions.

Due to these issues and the government's deployment of the "new normal," the school has started implementing the "flipped classroom," which is a learning strategy that mixes online and offline learning. Due to several examples demonstrating the success of the flipped classroom and the use of technology for learning, it is expected that the decision will address the aforementioned issue. The learning technique known as "flipped classroom" is used to reduce the amount of direct instruction (Johnson, 2013). This goal is typically met by making use of a variety of technologies that have been found to support the distribution of additional educational resources to students. In addition, the concept of the flipped classroom also emphasizes open access to materials for students, both online as well as offline. However, everyone involved in the flipped classroom should be aware that straightforward directions only reduce, not eliminate, misunderstandings. Direct orders are eventually still carried out face-to-face. When face-to-face instruction is used, the student who has access to and independently studies the material collaborates, works on projects with others, provides feedback to one another, and engages in other student-centered activities.

The idea of the flipped classroom is becoming more and more well-liked. The methodology reimagines the conventional classroom paradigm, emphasizing active problem-based learning and activities while introducing the idea of teaching material earlier in class (Love et al., 2014). The application of the flipped classroom is one of the most effective learning methods for teachers to use in the COVID-19 pandemic situation. With the application of this method, teachers can maximize teaching in the classroom, and also students become more independent in learning at home through learning videos provided by the teacher. Suriaman & Kusuma (2019) have also conducted research related to the implementation of the 'flipped classroom' before the Covid-19 pandemic. The result of his research showed that the application of learning using the 'flipped classroom' model in this study shows the effectiveness of the flipped classroom learning model. This can be seen by increasing students' reading comprehension significantly. Moore, et al (2014) also described a study in which math was taught in middle school using flipped classrooms. According to the teachers in Moore, et al study's class time gives underprepared pupils the chance to collaborate with their peers and prepare for in-class problem-solving. Students were performing more work outside of school, and nearly all students had the opportunity to engage in mathematical problem solving, which previously depended on doing

homework, which was noticed as substantial changes in homework. Based on the previous studies that have been done by other researchers, it can be concluded that flipped classrooms can be one of the effective learning models that can be used by the teacher, especially during this Covid-19 Pandemic.

Based on the given rationales, this present study attempts to explore how students' perception of the implementation of Flipped Classroom. In addition, following the implementation, this research is also to evaluate and assess student perceptions of the Flipped Classroom implementation in EFL Reading Class at one of the Islamic Senior High Schools (Madrasah Aliyah Negeri) located in North Sumatera. The purpose of this study was to reinforce and supplement earlier research based on the issues that the researchers discovered. The author is interested in learning about and analyzing the views and experiences of the students who are using this flipped learning method. Consequently, this study's objective is to understand how the flipped classroom paradigm might be used to teach reading and reading abilities. knowledge of the flipped classroom's efficacy in teaching reading skills. The following main research questions were addressed by the study How do the students interpret their flipped classroom experiences?

THEORETICAL FRAMEWORK

The Concept of 'Student-Centered Learning

Collins and O'Brien in Froyd (2009: 1) put forward the definition of SCL (which they term "Student-Centered Instruction") as follows: Student-centered Instruction (SCI) is a method of instruction where the students have a say in the subjects, exercises, resources, and rate of learning. The student (or learner) is put front and center in this learning style. Students are allowed to study independently and from one another, and the teacher supports them in developing the skills they need to do so successfully.

Learning with the SCL is a concept that incorporates the flipped classroom, which is used in this study. Students must adhere to the teacher's Flipped Classroom instructions since this method places the student at the center of the learning process. Learners are allowed to master certain subjects that are taught to increase reading comprehension skills through the use of flipped classrooms and SCL. Collins and O'Brien state in Froyd (2009: 1) that effective SCL

implementation will raise learning motivation, improve memory, foster excellent attitudes, deepen understanding, and foster a favorable attitude toward the subject matter being taught.

Flipped Classroom in EFL Reading Class

The flipped classroom is a model where students learn the topic outside of class before coming to class, and there are teaching and learning activities in class like doing assignments, talking about the material, or fixing difficulties that the students don't understand (Yulietri F, et al, 2015). By doing assignments at school, it is expected that when students experiencing difficulties can be directly consulted with a friend or with the teacher so that the problem can be solved immediately. Flipped Classroom, often known as Blended Learning, is a type of learning that blends classroom and outside-of-classroom learning. Flipped Classroom is "what was once done in class is now done at home, and what was once done as homework is now completed in class," (Sams & Washington, 2012).

To put it another way, in the flipped classroom, traditional learning methods are reversed such that what is often done in class is done at home, and what is typically done as homework at home is done in class. In the flipped classroom, materials are initially posted online (on a website, blog, or social media platforms like Facebook and Youtube) as video lessons that must be downloaded or available online and studied by students at home or outside of the classroom (Bishop & Verleger, 2013). While the learning session in class is used for group discussion and carrying out the task. Although the flipped classroom appears to be easy, if it is not properly maintained, it will result in poor teaching. Because the teacher must upload the video and quiz to the online platform and arrange the activities in the classroom, the flipped classroom requires a great deal of attention. For example, after implementing a flipped classroom, the instructor should reflect to see whether any activities were missed. Furthermore, during in-class activities, spontaneity must be avoided (Arnold-Garza, 2014). As a result, with the flipped classroom paradigm, planning is crucial (Zengin, 2017; Zheng et al., 2020).

The pedagogical idea is unchanged by the flipped classroom strategy. It recently changed students' participation in class from being passive listeners to being active participants in learning activities. According to Tucker (2012), flipping the classroom has several benefits, including encouraging students to think critically both within and

outside of the classroom, allowing them to watch videos whenever and wherever they want, and adjusting the learning pace to suit their requirements. They can employ a variety of learning techniques. With the help of this educational system, teachers can spend more time interacting with students and learning about their emotional requirements.

Reading is essentially a perceptual and cognitive process, and previous reading research has centered on the individual and what goes on inside his or her head when reading (McIntyre et al., 2011). It indicates that reading is the process of using our brains to generate meaning from text content. Furthermore, comprehending the substance of texts necessitates a cognitive process to absorb the meaning intended by the writers in their written work. Reading is a crucial ability in a variety of situations, particularly in the educational context (Grabe, 2009). Because knowledge is transmitted through writing, students now face high demands on their reading abilities. To find the text's substance, they need to have adequate reading skills. Furthermore, Barnett et al., (1987) said that reading is important not only for expanding one's information but also for improving one's thinking abilities. This capacity will provide the foundation for emotional, moral, and linguistic intelligence growth. Furthermore, these processes influence a person in the future. In conclusion, reading is critical for students to grow their knowledge as well as the way they think, which is linked to the development of their moral, emotional, and linguistic intelligence.

During the covid-19 pandemic, flipped learning or blended learning is effective learning method especially in EFL reading classrooms to help the student to prepare their knowledge before the classroom learning process. It caused transform of traditional learning models into online learning, in which learning materials are sent to students via the 'Internet' network so that they can be studied first. Initially, each learner worked individually at home (Roehl et al., 2013; Yulhendri & Kurniawati, 2019). The concept of the Flipped Classroom learning model is when learning that is usually done in class is carried out by students at home, and homework that is usually done at home is completed at school. Through the use of a "flipped classroom," educators can increase student involvement while reducing the amount of direct instruction they give in their lessons.

RESEARCH METHODOLOGY

This study is based on a case study. This research is an exploratory case study based on its objectives because it wants to increase the knowledge of researchers in the field of teaching English by merging technology in teaching and learning activities in the classroom and establishing a theory about the Flipped Classroom's application. Furthermore, this type of case study is a single case study based on the data source, in which the researcher acquires and analyzes data from a single class and examines only one element, namely the application of Flipped Classroom in teaching English in that class. The participants are Grade 10 students at one of the Islamic Senior High Schools (Madrasah Aliyah Negeri), North Sumatra. The researchers selected this school because it used an odd-even strategy to execute offline learning in the present epidemic condition. Every week, students take turns learning offline. In this aspect, the 'Flipped Classroom' learning approach is an appropriate choice for educational use. This study used a qualitative approach. The researchers conducted the semi-structured interview and close-ended questionnaire to the students using a Google form that can be accessed by students through the internet network.

To collect the data, at the first step, the researchers shared the link to the questionnaire with the students and fill it in to get information about the implementation of the flipped classroom from the students. Then, after they filled out the link of the questionnaire, the researchers appointed three students to be interviewed in the type of semi-structured interview. The researchers used an audio recorder to record while interview process. To analyze the data, the researchers followed Miles and Huberman (1992:6) namely; data reduction, data display, and conclusion drafting. After collecting the data, the researchers reduced the amount of data that must be stored in a data storage environment by using this procedure. In this study, the researcher selected data, and then the data were classified and chosen simply. After reducing the data then the researchers display the data, at this point, the researchers created a structure for describing the material to draw conclusions and take action. And last concluding, the researchers concluded and verified it by examining the meaning or symptom she had learned from the study's subject.

RESULTS & DISCUSSION

In this qualitative approach, five statements begin with the concept of meaningfulness. The five statements are to find out determine if flipped classroom activities were beneficial to students' learning of reading skills.

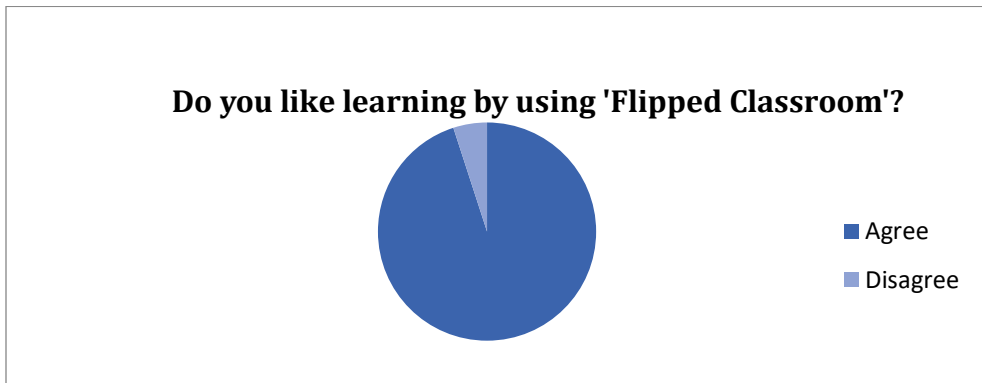


Figure 1. Result of Students' Statement preference of using the Flipped classroom

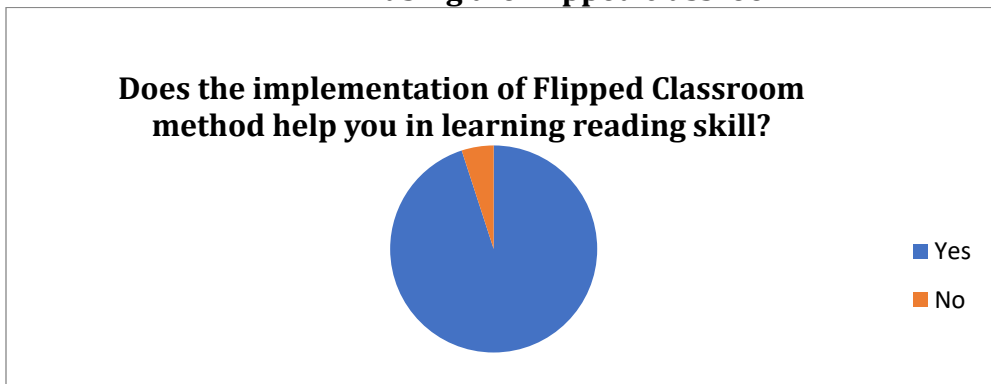


Figure 1. Result of Statement students' perception of Flipped classroom contribution toward learning a reading skill

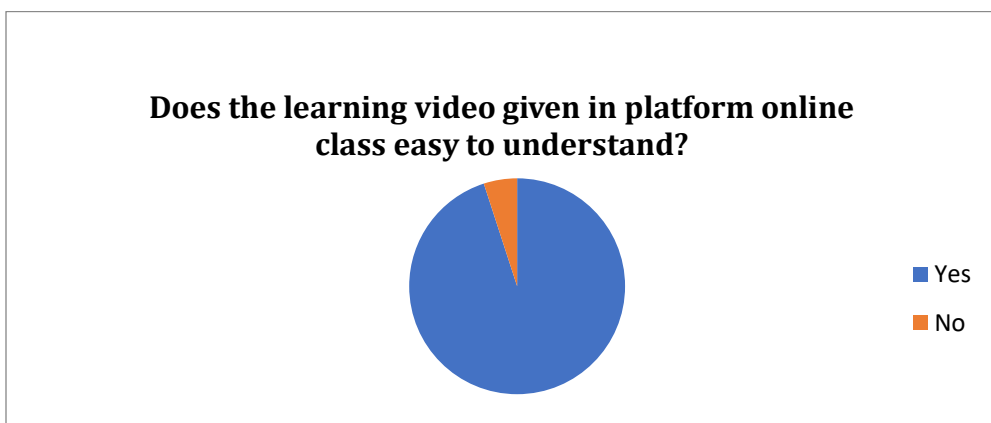


Figure 2 Result of Statement of easiness to understand video material

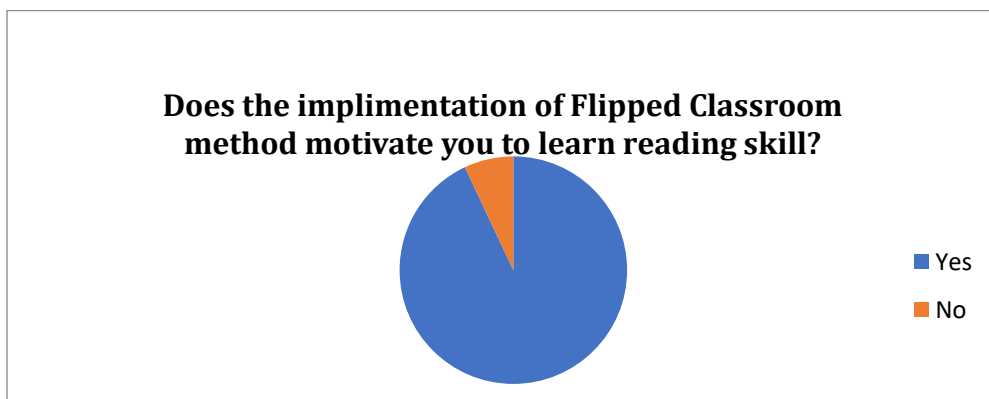


Figure 3 Result of Statement students' motivation

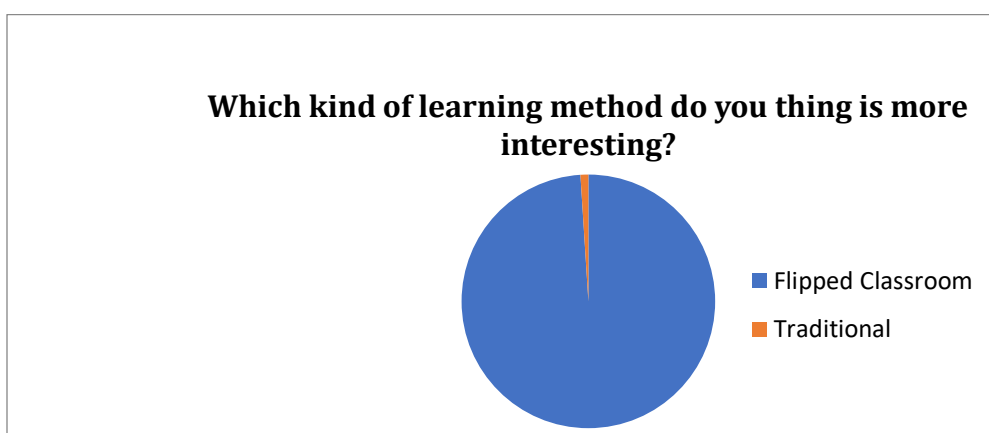


Figure 4 Result of Statement students' preference for flipped classroom compared to the traditional method

From the graphic above researcher obtained the data. In the first question, students agreed that they like flipped classroom learning method in the learning process. It can be shown in the graphic percent, 95% agree and 5% disagree. From the data above, most of the students agreed that they like to learn with the flipped classroom method. When the researcher did the interview, the researcher asked the students directly in that interview about their feeling learn with implementing this flipped classroom method. They felt enjoyed and more active when the teacher used this method in the teaching-learning process. One of the participants said that "I'm happy to learn to use this method, I think learning with this method helps me to understand the lesson easier and add my insight about things that I

don't know, and I can get the answer from the google, and if I still confuse, I can ask my teacher directly in the class". This statement made the validity of the graphic stronger.

In the second question, most of the students felt that flipped classroom learning method helped them with reading skills. It can be shown in the graphic percent 95%, yes and 5% no. This data is supported by the results of the researcher's small talk with the English teacher, which show that learning students' reading abilities while using the flipped classroom method tends to improve and is much better than learning only online before utilizing this approach.

In the third question, most of the students felt learning videos given in the platform online class easy to understand. It can be shown in the graphic percent, 95% yes and 5% no. The teacher boosted students' interest in the lessons that had been supplied in the form of the instructional video, according to the researcher's direct field observations. The comments provided by the students appeared to be excellent, and several appeared to be actively providing feedback in response to the English teacher's stimulation. This is also supported by the student's statement "I find it helpful in understanding reading skill material during the application of this method, I also become more enthusiastic in learning because the lessons that will be discussed at school, I have already studied at home". Students felt learning videos given in the platform online class help them to understand the reading skill material when they learn and repeat the video learning in their own homes.

In the fourth question, the implementation of flipped classrooms motivated the students to learn the reading skill. It can be shown in the graphic percent, 93% yes and 7% no. This is further reinforced by the findings of field observations, where the researchers watched while learning took place in the classroom and noticed that the students participated in discussions and asked the English teacher questions about concepts they did not understand. When the flipped classroom approach is used, learning appears active and not boring in the classroom. where feedback is exchanged between teachers and students while they are learning. Its also supported by the result of an interview with the student that said "I feel more motivated in learning reading skills because the videos provided by the teacher on youtube are interesting, and I can also ask the teacher directly if I don't understand when learning in class". The student felt more motivated in learning a reading skill, which caused the role the teacher plays innovative in this

case. The teacher made the learning video with interesting animation so that the students felt enjoy while watching the video learning.

In the fifth question, students prefer learning by using flipped classroom method over than traditional method. It can be shown in the graphic percent, 99% flipped classroom and 1% traditional. From the data above, most of the students agreed that they prefer learning with flipped classroom method to the traditional method. This is also supported by the results of field observations by researchers, where students look active when the teacher conducted this flipped classroom method. This is also supported by the result of an interview that has been done by the researchers with the student, "I feel very enjoy learn with this method. Because, I feel that learning is not monotonous, fun and cool when discussing in class with friends, and when I go to the class I already have knowledge about the lessons that will be studied in class." The implementation of the flipped classroom made the students prefer to study in the class because they learn the study material that is given by the teacher at their home. So, they go to the class, and the students have some pieces of knowledge about the learning material.

The participant argued that the activities in the flipped classroom were beneficial to them. The students feel they can discuss and explore the problem successfully. Because a flipped classroom uses two levels of learning: pre-class and in-class, this happens. As a result of the pre-class activities, students were prepared when they entered the classroom. Both and instructor feedback, according to the students are beneficial to their reading skills. This result confirms Karimi & Hamzavi (2017) findings on the value of feedback in reading class. Students acquired confidence in their reading after receiving comments on their developed topic, outline, thesis statement, grammar, and all five elements of the reading skill. As a consequence, they enable them to achieve a better outcome in terms of substance and context, as well as a higher mark on reading comprehension.

Instead of agreeing, the average score for each statement is neutral, according to another interpretation of the competencies finding. Considering conventional lecturing was disliked by students, digital or video lectures were given instead. Even though e-material was offered as a supplement to the video in case they had difficulty in understanding, they still prefer conventional lecturing. Al-Shabibi & Al-Ayasra (2019) defined a flipped classroom as not just about switching from a regular lecture to a video lecture. In this study, the video may not be enough to help them to grasp the knowledge outside of the

classroom. Even though the films were just 20 minutes long and were followed by an assignment to prepare students for classroom activities, the students expressed a desire for additional or more engaging activities and resources. As a result, students lacked confidence in their ability to compose a better essay when depending entirely on the given video materials.

CONCLUSION

The findings of the present study show that the students thought the flipped classroom activities were beneficial to them. The flipped classroom has been shown to benefit both students and instructors. Furthermore, it enables instructors to use ICT to the demands of the Fourth Industrial Revolution. Because the flipped classroom has already been demonstrated to be an effective strategy, the next step is to choose and provide appropriate content and platforms. To put it succinctly, the flipped classroom was a successful learning strategy for improving EFL students' reading skills, as evidenced by learners' perceptions of the flipped classroom implementation. Based on the findings in this study, flipped classroom method can be one of the effective methods that can be used by teachers, however during this Covid-19 pandemic.

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