Lecturers' Perception on Flipped Classroom

Muhaiminah Akib[1], Rizal Akib[2], Rinda Hardianti[3], Hasanudin[4]
Postgraduate Program, Universitas Negeri Makassar, Indonesia[1]
Universitas Muhammadiyah Sorong, Indonesia[1,2,3,4]
✉ *muhaiminahakib@um-sorong.ac.id*

Abstract:

This study explores how English teachers perceive the flipped classroom method. This research utilizes an interpretive qualitative case study approach, involving five main participants from the English Education Department. Semi-structured interviews were conducted to explore the lecturers' perceptions of the flipped classroom, focusing on its advantages and challenges. The findings of this study show that two perception patterns emerged from the data: the benefits and challenges of the flipped classroom. The benefit of flipped classroom are optimized classroom dynamics, better retention of knowledge, and enhanced use of technology. In addition, the challenges of flipped classroom are time-consuming preparation, technological barriers, unequal student participation. The implication of this study that the flipped classroom model contributes significantly to the development of more interactive and technology-based teaching methods. Further research is needed to explore ways to address implementation challenges and its impact on learning outcomes across different contexts and disciplines.

Keywords: flipped classroom method; perceived benefits; perceived challenges

INTRODUCTION

The flipped classroom model has emerged as a notable innovation, drawing significant interest from researchers and practitioners, especially in the context of teaching English as a foreign or second language (EFL/ESL) (Mehring, 2016). In recent years, teaching and instructional design in teacher education have increasingly focused on student-active, use of the technology and learner-centered approaches, such as the Flipped Classroom (FC) model (Bergmann & Sams, 2012; Chang & Hwang, 2018), (Sheerah, 2022). As a modern pedagogical approach, the FC—which involves reversing traditional instruction and homework practices (Bergmann & Sams, 2012; Danker, 2015)—has gained widespread recognition in teacher education (TE). Its popularity stems from several key benefits, including fostering active learning (Akçayır & Akçayır, 2018), supporting higher-order thinking skills (Fulgueras & Bautista, 2020; Riza & Setyarini, 2020), and enhancing learning outcomes (Chen et al., 2016; Lee & Wallace, 2018).

The implementation of the flipped classroom approach in the learning process has shown significant and growing interest (Bergmann & Sams, 2012). This method positively influences students (Samiei & Ebadi, 2021) and serves as an effective alternative model for improving the quality of teaching and learning (Amiryousefi, 2017; Zainuddin & Halili, 2022). In the context of English language teaching, research demonstrates that the flipped classroom facilitates active learning, develops collaborative teamwork, stimulates autonomous learning, increase classroom interaction (Ansori & Nurun Nafi', 2018), and knowledge retention (Rumahlewang et al., 2024).

According to University of Minesota (2013), although There are various perspectives on the characteristics of the flipped classroom approach in education. However, the most effective flipped classroom model typically exhibits three key features. First, the in-class learning environment is meticulously structured, requiring educators to plan every minute to maintain student engagement. Second, in-class activities should be designed to help students solve problems, take quizzes, and apply or recall content learned through the flipped videos. Lastly, students are strongly motivated to complete out-of-class tasks and attend in-person sessions through grading, in-class activities, and teacher expectations.(University of Minesota, 2013).

Numerous studies on teaching English through the flipped classroom approach have been conducted globally. Findings reveal that university instructors generally hold positive perceptions of this method for application in their classrooms. Key benefits identified include increased student accountability for learning content, improved student-teacher interaction, real-time teacher guidance during the learning process, and the flexibility to accommodate teacher or student absences (Vaezi et al., 2019). Additionally, instructors expressed favorable attitudes toward this approach (Ha et al., 2019). However, challenges associated with its implementation involve the availability of supporting facilities, technical and technological issues, and difficulties in developing flipped learning materials (Ansori & Nurun Nafi', 2018). The time-consuming in preparation sometimes made the teachers rethought to use this method(Thi et al., 2021).

Although researchers have widely explored the flipped classroom approach in science, they have not extensively investigated its use in English language teaching (ELT). This gap underscores the need for further studies in the ELT context. Therefore, this study

explores how English lecturers perceive the flipped classroom method, highlighting its benefits and the challenges they face during its implementation in classroom practices.

METHOD

Design of Study

This study used a qualitative case-study approach. The goal of this study is to obtain an extensive understanding of teachers' perception of flipped classroom. The case-study design used in the social sciences because it involves observing subjects, or cases, in their natural setting, with minimal interference from the researcher. According to Saldana, a case study focuses on a single unit of analysis, such as an individual, group, event, or organization, providing a manageable, holistic project for novices in qualitative research to learn basic methods of fieldwork, data collection, and analysis (Saldana, 2011). The aim is not necessarily to draw conclusions about how the case represents or reflects broader groups or contexts.

Participant

In this case study, the researchers selected five lecturers from the English Education program as participants. They specifically chose these lecturers because they actively implement the flipped classroom approach in their teaching, making this a key criterion for selection.

Instrument

The primary data were collected using semi-structured interviews, which were conducted in Indonesian to ensure participants felt comfortable expressing their thoughts. Semi-structured interviews were chosen as they allow flexibility in exploring participants' perspectives while maintaining a focus on key topics related to the study (Creswell & Poth, 2018).

Data Analysis

Data in this study were analyzed using a thematic analysis approach (Braun & Clarke, 2006). The process began with thoroughly reading the entire dataset, followed by initial coding. Subsequent steps involved identifying themes, reviewing the emerging themes, and establishing connections among them. Additionally, comparisons were made between categories and codes. The core categories were then refined and developed to generate meaningful and theoretically informed classifications of the participants.

FINDINGS

Two distinct perception patterns emerged from the data collected from the lecturers. These patterns were organized into two primary themes: the benefits and challenges of the flipped classroom. Each of these main themes was further divided into three sub-themes, reflecting the nuanced insights shared by the participants.

The first theme, the benefit of flipped classroom. Here are three additional sub-themes regarding the benefits of the flipped classroom based on lecturers' perceptions: optimized classroom dynamics, better retention of Knowledge, and enhanced Use of Technology. The second theme, the challenge of flipped classroom, encompasses three sub-themes such as time-consuming preparation, technological barriers, unequal student participation. The explanation of these two themes from the study aims to illustrate lecturers' perceptions of the flipped classroom.

The Benefits of Flipped Classroom

The result of the analysis of this study showed that the benefits of od flipped classroom can be listed as follows: optimized classroom dynamics, better retention of Knowledge, and enhanced use of technology.

Firstly, **optimized classroom dynamics**. The flipped classroom creates a more interactive and collaborative learning environment. By shifting lectures outside of class, lecturers can utilize class time for group activities, discussions, and hands-on learning, fostering a more engaging atmosphere. It transforms the traditional learning environment into a more engaging and interactive space. In a flipped classroom, the focus shifts from passive listening to active participation.

> Flipped classroom has significantly enhanced active learning in my classes. By moving lectures outside class, I can focus on engaging activities like group discussions and problem-solving. This allows students to apply what they've learned, improving their understanding and critical thinking skills. (P2)

P2 highlights the key benefits of the flipped classroom model, particularly in fostering active learning. The lecturer clearly emphasizes how moving lectures outside of class provides more time for engaging activities such as group discussions and problem-solving, which enhance student understanding and critical thinking. The mention of students applying what they've learned is particularly strong, as it shows how the flipped classroom

supports deeper learning. The lecturer also mentions about improving students' understanding to learning material that:

> "Since implementing the flipped classroom, I've noticed a significant improvement in students' understanding. With the lecture content available for review before class, students come prepared to engage more deeply with the material. During class, they're able to apply concepts through discussions and activities, which reinforces their learning. (P3).

Secondly, **improved knowledge retention**. In the flipped classroom, students engage with the learning material multiple times. They first review the content outside of class (through videos, readings, or other resources), which provides an initial exposure. Then, during class time, they apply the knowledge in activities, discussions, or problem-solving exercises. This repeated exposure reinforces the material, helping students retain information more effectively.

> "Since using the flipped classroom, I've seen a clear improvement in students' ability to retain knowledge. By reviewing material before class and applying it in activities like discussions and problem-solving, students reinforce their learning. This approach helps them understand and remember the content better, and I've noticed they can recall concepts more easily in later lessons."(P1)

P1 effectively demonstrates the positive impact of the flipped classroom on knowledge retention. The lecturer clearly explains how the pre-class preparation and in-class activities contribute to reinforcing learning. It also emphasizes the long-term benefits, such as improved recall in subsequent lessons. Knowledge retention is also greatly supported by the opportunity for reflection during the learning process. This was stated by the lecturer (P5:

> "With the material available before class, students have time to process and think critically about what they've learned at their own pace. During class, they can reflect on their understanding through discussions and activities, which allows them to clarify doubts and strengthen their grasp of the concepts." (P5)

Thirdly, **enhanced use of technology.** The flipped classroom encourages both lecturers and students to utilize technology more effectively. Lecturers can create and curate diverse multimedia resources, while students develop digital literacy skills as they engage with these tools for learning. The use of technology in the flipped classroom creates a more flexible, engaging, and interactive learning environment. It allows for personalized

learning, encourages collaboration, and provides tools for both students and lecturers to track progress and improve the learning experience.

> With online resources, videos, and interactive tools, students can access materials anytime and learn at their own pace. Technology also allows for quick feedback and assessments, helping students stay on track. Overall, technology makes the learning process more efficient and accessible. (P4)

This response (P4) clearly outlines the benefits of technology in the flipped classroom. It emphasizes how online resources, videos, and interactive tools allow students to access learning materials at their convenience and progress at their own pace. The overall conclusion about technology making the learning process more efficient and accessible is well-stated. The use of technology in the flipped class room also helps students who are absent to keep up with the material:

> "One of the great advantages of using technology in the flipped classroom is that it helps students who are unable to attend class. With online resources, videos, and recorded lectures, students can still access the learning materials and catch up on what they missed." (P1)

The analysis of this study highlights three key benefits of the flipped classroom: optimized classroom dynamics, improved knowledge retention, and enhanced use of technology. These advantages contribute to a more engaging and effective learning environment, where students are actively involved in the learning process, retain information better, and utilize technology to facilitate their learning.

The Challenge of Flipped Classroom

The second theme, the challenge of flipped classroom, encompasses three sub-themes such as time-consuming preparation, technological barriers, unequal student participation.

The First is **time-consuming preparation**. One of the main challenges for instructors is the significant time required to prepare the content and activities for the flipped classroom model. Teachers need to develop engaging and interactive materials such as video lectures, reading assignments, and problem-solving tasks. This preparation can be labor-intensive, particularly when adapting traditional lesson plans to an active learning format. Ensuring that the materials are of high quality and aligned with learning objectives can take a substantial amount of time.

> One of the challenges I've faced with the flipped classroom is the time-consuming preparation. Creating engaging videos, selecting readings, and designing interactive in-class activities all require a significant amount of

> planning and effort. I need to ensure that the materials are not only informative but also engaging to keep students interested. (P4)

This response (P4) clearly acknowledges one of the main challenges of the flipped classroom: the time-consuming preparation required. The mention of creating engaging videos, selecting appropriate readings, and designing interactive activities demonstrates the level of effort needed to create a dynamic learning environment. Regarding time *constraints, lecturers also have to complete several administrative tasks:*

> *"One of the difficulties I face with time-consuming preparation for the flipped classroom is balancing it with my other responsibilities, such as administrative tasks and additional duties as a lecturer. These tasks can take up a significant portion of my time, leaving me with limited hours to focus on preparing engaging materials and activities for the class. It's challenging to manage everything, but I try to prioritize and find ways to streamline the preparation process to make it more manageable." (P5)*

The second is **technological barriers**. The flipped classroom heavily relies on technology, which can pose a challenge if students or lecturers lack access to the necessary digital tools or internet connectivity. Technical issues or unfamiliarity with online platforms can disrupt the learning experience and prevent students from engaging with the pre-class materials effectively. Not all students may have consistent or reliable access to the required technology, such as a computer, internet connection, or smartphone.

> One of the biggest challenges I face with the flipped classroom is ensuring all students have equal access to technology. Not every student has a reliable internet connection or a suitable device to access the learning materials, such as videos or online readings. This can be particularly problematic for students in rural areas or those who have financial difficulties. As a result, some students may fall behind in their learning, which is frustrating because the flipped classroom relies on all students having access to the same resources. (P3)

P3 clearly highlights how lack of reliable internet and devices can hinder students' ability to engage with the course content, especially for those in rural areas or with financial constraints. The response also captures the frustration of the instructor, as the flipped classroom model depends on equal access to digital resources.

One of the challenges related to the use of technology is that students are not familiar with online platforms. Instructors must prepare special sessions to ensure students understand how to use the online platforms that will be utilized for learning.

> Sometimes, many students are not familiar with online platforms. This lack of familiarity can make it difficult for them to navigate the learning management systems or other tools used for assignments and activities. As a result, I often need to dedicate extra time to teach students how to use these platforms effectively. (P2)

The third is **unequal student participation**. In a flipped classroom, students are expected to actively engage with the material outside of class. However, some students may not fully participate in pre-class preparation, leading to unequal levels of readiness for in-class activities. This disparity can create challenges for lecturers in managing group dynamics and ensuring effective learning for all students.

> .. some students don't engage with the materials as thoroughly as others. As a result, they come to class less prepared, which can disrupt the flow of group activities and discussions. It also puts additional pressure on those who are well-prepared to contribute more. To address this, I try to create more interactive activities and encourage peer support, but it's still difficult to ensure that all students are equally engaged in the learning process. (P4)

P4 acknowledges how some students fail to engage with the pre-class materials, which impacts the group dynamics and increases the workload for well-prepared students. The mention of creating interactive activities and encouraging peer support is a good strategy to promote engagement and balance participation. The lecturer also reveal one reason for unequal participation in the flipped classroom could be the varying levels of motivation among students: *"several students are more self-driven and take initiative to engage with the materials before class, while others may struggle with motivation or find it harder to see the value in the pre-class work."* (P5)

DISCUSSION

The concept of classroom dynamics optimalization is a significant benefit of the flipped classroom model (Bergmann & Sams, 2012). By shifting the delivery of lectures and foundational content outside the classroom (often through videos or readings), class time can be repurposed for more interactive and engaging activities (Amiryousefi, 2017). This approach leads to a dynamic shift in the traditional educational setting where students are no longer passive recipients of information but active participants in their learning process. The classroom becomes a space for collaborative learning. Lecturers can facilitate group activities, discussions, and problem-solving exercises, which are often more difficult

to implement during traditional lecture-based classes due to time constraints (Ansori & Nurun Nafi', 2018).

The traditional approach to learning often involves passive absorption of information during lectures, with limited opportunities for reinforcement. In contrast, the flipped classroom allows students to engage with content multiple times in different contexts, which significantly enhances their ability to retain the material (Rumahlewang et al., 2024). The flipped classroom enhances knowledge retention by providing students with multiple opportunities to interact with and apply the material. Through repeated exposure and active learning, students are able to retain information more effectively, leading to a deeper understanding of the content and greater long-term retention. However, this model requires student commitment, participation to be fully effective and enhancing learning outcomes (Lee & Wallace, 2018).

From the lecturers' perspective, the use of technology in the flipped classroom model makes teaching more efficient and effective. By utilizing multimedia content, lecturers can cater to diverse learning needs and preferences, ensuring that students with varying learning styles, visual, auditory, or kinesthetic can benefit from the content. Technology also allows for the easy creation of formative assessments, such as online quizzes or surveys, enabling lecturers to gauge student understanding in real-time and adjust instruction accordingly. Furthermore, technology provides a platform for continuous improvement, as both students and lecturers can track progress and identify areas for further development (Sheerah, 2022).

While the flipped classroom offers many advantages, the time-consuming preparation is a significant hurdle that instructors must navigate. The creation of engaging, high-quality, and interactive materials requires substantial effort and time, which can be especially challenging for instructors with multiple responsibilities(Thi et al., 2021). The preparation process in a flipped classroom typically involves several steps: creating or curating multimedia content, selecting readings, designing in-class activities, and developing assessment tools. This process is far more complex than simply preparing a lecture, as it requires careful thought about how to present the material in an engaging way that promotes active learning.

This approach shifts the responsibility for initial content exposure to the students, making their preparation critical for the success of in-class activities. However, not all

students approach this responsibility equally, resulting in varying levels of readiness and participation during classroom sessions. Students who fail to adequately prepare may struggle to engage in collaborative activities or contribute meaningfully to discussions. The causes of unequal participation can vary. Some students may lack motivation or time to engage with pre-class materials, while others may face external challenges such as limited access to technology or competing responsibilities (Ansori & Nurun Nafi', 2018).

CONCLUSION

The flipped classroom model offers transformative potential by fostering active participation, enhancing knowledge retention, and leveraging technology to create an engaging learning environment. This approach shifts traditional classroom roles, encouraging collaboration and deeper learning. However, the model poses challenges, such as time-intensive preparation for lecturers and unequal student participation due to varying levels of readiness or access to resources. Addressing these issues requires institutional support and strategies to ensure equitable and effective implementation, paving the way for broader adoption of this innovative teaching method.

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