

## **FLIPPED CLASSROOM: CREATING TEACHING MEDIA IN ISLAMIC INSTRUCTIONAL CONTEXT**

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### **Abstract**

This study aims at reinvigorating students' insight by creating media after flipped learning was conducted and grasping students' perception about the flipped classroom. This qualitative study focused on 20 students of Arabic department at IAIN Kendari. Data were gathered through questionnaire of the students' perception. Students were treated by blended learning (flipped learning) using video and some literatures. In addition, Islamic values and character building also became point of consideration in the teaching process and students' project creation. Further, they were asked to create their own teaching media autonomously and consulted their creation during the task accomplishment. The finding of the study shows that the students perceived flipped classroom positively. They acknowledged that learning in flipped classroom platform was really helpful to raise their pedagogical awareness. It could also enhance their insight on the importance of teaching media in the classroom as well as the integration of Islamic values in their learning and teaching context.

**Keywords** : flipped classroom, flipped learning, Islamic instructional context, teaching media

### **Introduction**

This research initially commences with experience of teaching English for extension class in Arabic department. The students are in the same time as a teacher from Islamic Boarding School Gontor Kendari. The researcher as well as the lecturer attempted to reform an effective and efficient class for them, considering the students with a lot of English material to be learned, in fact, they have limited time in each meeting for English course. Beside being a students, they are also as teacher in their Islamic school. Hence, the students are required to have more ability not only understand quickly material but also teach English based on their teaching need. For this reason, the researchers want to change teaching and learning system which originally used more conventional to the flipped classrom method and encourage students to be more active in creating their own teaching media.

Generally, lecturers conventionally provide materials in the classroom and assign tasks to students to do at home. However, in the Flipped Classroom method, the learning model "reverses" the traditional method. Before going to the classroom, materials in advance are given through the learning videos that must be watched in their own homes, conversely, classroom learning sessions are used for group assignments and discussions. In this case, the teacher acts as an adviser. The concept of flipped classroom includes active learning, student engagement, and podcasting. By this blended learning approach, it can improve student engagement and outcomes in learning process.

This paper presents students' perception after being taught using flipped classroom method and their insight making own teaching media. It also shows, how is islamic values and character building are built into students in learning process, considering they are also as teacher in Islamic boarding school Gontor. So, it is expected to raise their pedagogical awareness and develop insight in teaching media.

## **Theoretical Framework Flipped Classroom**

Flip classroom is own uniqueness concept, but its term is actually not new method of teaching. Flipp learning is a continuation of “community of inquiry” method, stated by Dewey in the nineteenth century . Inquiry plays an important role in helping to make forms of self-critical practice possible within a community, this method also is often associated to critical thinking and experiential learning as Dewey’s pedagogic understanding is *“I believe that the child should be stimulated and controlled in his work through the life of the community”*.

Using flipped classroom, the students are stimulated using technology in learning process at their own home and controlling their process of making teaching media project in the classroom. In other hand, it is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. Moreover, it moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor.

This model can be used to situate existing practice and help inform the design of flipped learning approaches. In addition, the essence of flipped learning is a strategy that forms part of the overarching pedagogical philosophies that educate more active, engaged and autonomous learners, rather than merely structural inverting of the process of learning or as a technology implementation (Jenkins et al, 2017).

## **Creating Teaching Media**

Media can be used in almost any discipline to enhance learning process, both in class and out of class assignment. One of empirical research shows that, visual media make concepts more accessible to a text media (cowen, 1984). For this reason, media can be considered as a component of active learning strategy such as group discussions or case study. To involve students activities, students themselves can create their own media to build their knowledge and the learning objective. Media could be a educational video, a song on the radio, podcast of lecture or newspaper article. In this study, the students are required to create teaching media in Arabic and will be presented into English. In other word, the students will teach Arabic by English and using teaching media.

Using media engages students in actively exploring and creating, understanding, motivating interest in the subject matter and aids students retention of knowledge it also make them easy to understand the relevance of many concept. Accordingly, the more teacher employs instructional in the classroom, the less teacher-centered and the more student-centered a classroom will become. In addition, creating own media lead the students to be more understand the impact of it and and to appreciate its importance, so they can be responsible person and connected to principle and islamic values.

## **Islamic Instructional Context**

Learning material is center of teaching process. Choosing an appropriate material should also related to Islamic values and principal, in fact, it is not easy to find some more material which had Islamic principle as many references are presented into English and Indonesia. In

teaching and learning process the Islamic characters also are built into students in order to make them be a responsibility and discipline person. According to Syukri et.al (2016) knowledge and skills developed by the participants in education must be integrated with the glorious values of Islam. She suggested that English lecturers in Islamic institution should be able to conduct the processes of teaching-learning English integrated with Islamic values. This can be done in several ways: (1) by adding exercises reflecting the Islamic values relevant to the topic presented. (2) by embedding verses from the Al-Qur'an and/or *Al-Hadits* which are relevant to the topics presented in the main materials. For example, the verse of *Surah Al-Baqarah* (2):216 was embedded in the topic for expressing like and dislike, similarly, the Quran *Surah Al Ghosiyah* (88) verse 17 was used in a report text about camels.

### **Methods**

This qualitative study was conducted at IAIN Kendari and focused on 20 students of Arabic department. Data were gathered through questionnaire of the students' perception and then it will be analyzed using scale Likert. Students were treated by blended learning (flipped learning) using video and some literatures. In addition, Islamic values and character building also became point of consideration in the teaching process and students' project creation. Further, they were asked to create their own teaching media autonomously and consulted their creation during the task accomplishment

### **Finding and Discussion**

In this study, there are three main points of discussion they are students' perception about flipped classroom method, students progress creating teaching media and Islamic values in Islamic constructional context to build students' character.

*Firstly*, there are some components of flipped classroom activities model, such as group interaction, collaborative project (creating media), and instructor-led lecturers. However, it's not a possible that conducting flipped classroom getting some challenge like networking available and preference on delegate a lot of responsibility to students. After interviewing and gathering questionnaire to the students most of them have positive comment about flipped classroom method as a productive way in learning. The result show that 85% of students, categorized strongly agree, have more fun learning English for last semester than previous semester. Doman and Webb (2017) flipped classroom allowed the students have more time to fully evaluate in the class and synthesize the given information, in addition, they also more enjoyable because they have more interaction with the teacher. From the result of questionnaire also shows that students become more autonomous and bear responsibility of attaining new knowledge at home through assigned video when exposed to flipped learning. Beside that, it allows the students to analyze material, synthesize, evaluate knowledge and creating their own media.

*Secondly*, according to students' perception about students progress creating teaching media using technology (Questionnaire 1), there are 80% of students are categorized stongly agree enjoy learning style through video so they getting more interest in learning. Willmot et al (2012) show that some strong evidences of digital video reporting can inspire and engage students when incorporated into student-centred learning activities, such as increased student motivation, enhanced learning experience, development of learner autonomy, enhanced team working and communication skills (group working). Most of students argue that the materials given are easy to understand, so, they could prepare their self to do task into the classroom. for this reason, they are also accustomed to use IT in teaching and learning process. It can be

seen in questionnaire 2 there are 74% which categorized into strongly agree that using IT (technology digital) in learning process can help them to process of their thinking and demonstrate their project. In fact, they get more advantages of using IT in learning process. Erben et.al (2007) suggest that using purposeful and contextualized IT materials allow students to apply their knowledge of their world to content and language learning tasks. Beside that, using video learning also make students easier to understand better the material. based on questionnaire 4 and 5 result show that there were 79 % of students video/self-assigned tasks without face to face meeting before coming into the class and 84% of students getting better understanding the lesson and the way of creating teaching media through instructed video. As Oliver et al (2012) explain that utilizing video makes it possible to present knowledge in different ways and enables different forms of interaction with learners. It also can be used to enhance learning resources by showing real life scenarios and explaining concepts.

*Thirdly*, Islamic values can not be separated to Islamic constructional context, because it considering of students character building. From the questionnaire result shows that 78% of students, which categorized as strongly agree, have more understanding Islamic values and Islamic education during process of creating teaching media project and presentation (built of religious character, discipline and responsibilities. As Syukri et.al (2016) argue that using Islamic values can be integrated into learning materials and daily life in order to help students get high quality results and be well-educated.

### **Conclusion**

Learning in flipped classroom platform was really helpful to raise students' pedagogical awareness. It could also enhance their insight on the importance of teaching media in the classroom as well as the integration of Islamic values in students learning and teaching context.

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