

Teachers' Perception on Flipped Classroom Model in Digital Literacy Era

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Abstract: This paper is aimed at investigating the teachers' perception after using inverted class at the advancement of technological era. Today, the teachers should help the students to develop their higher-order thinking and to improve their literacy. The rapid changes of technology involve knowledge and understanding. In education, the teachers require to master current issue and also new technology to improve their professional development. Thus, the teacher should engage with the new trends to develop their teaching skill. Thus, the teacher develops students' higher-order thinking where the students are able to think critically, creatively and innovatively to prepare them to compete in the globalized world. Recently, there is a lot of teaching model for teacher deal with current issues and technologies. One of them is Flipped Classroom Model which is known as inverted class model. The teachers give more time for the students to learn outside the class and discuss more inside the class. The role of the teacher is as a facilitator to improve the education quality. This study is based on an internet survey. It was conducted by online google form. The subject of this study is the senior high school teacher in West Java. The result is showed that the teacher responses positively toward new teaching model.

Keywords: *Flipped Classroom Model, Digital Literacy, and EFL Class.*

1. INTRODUCTION

Today, the phrase "learning in digital era" appears in brain images such as tablets, smart phone, smart boards, and personal computer. Undeniably, using gadget in class is implicitly comprehended mainly identical with the modern world and current tools. It is not difficult to overlook technology in education system. The technology progress adds the process of teaching and learning discrepancy. As stated by Kern (2000, p. 223) "with the advent of widespread computer use and global communications networks, technology continues to affect how we read, write, and how we use written language to learn and to communicate with others." The

swift change of innovative technologies contributes imminent for educator to emphasis on the three items that connected each other such as contented, educated and literate in current mode of technology in order to draw a professional teacher. Those components lift innovative understanding for the pupils in studying different concept in real habits. One of the reasons related to the problem is concerning to the lack of teachers' multimodal literacy in technology. Lanham (1993) in Kern (2000) argues "...we are drowning in information.... In such a society, the scarcest commodity turns out to be not information but the human attention needed to cope with it."

This research contributes the probability of performance dealing with the inverted learning apply in language lesson to develop teachers' literacy in digital era. Today, the terms of digital literacy models is Mobile Assisted Language Learning (MALL). Flipped classroom model in this paper is used through MALL, specifically by using Whatsapp (WA) application. The rise of this fresh model is the inverted from the face to face teaching process. The term of inverted class, the lesson is separated into two parts, in class and outside. Meanwhile, WA is familiar as social media in different stages of learning and society in real life. Thus, the survey design implements flipped classroom by using WA tool in secondary school. The sample of this research is language learning class. English in secondary school has its specific matter. Language learning turns into a significant concern on TEFL. Thus, the research is designed to obtain accurate vision toward the inverted class in language learning class and its impact to the teachers' literacy development.

The reason why the lecture should be updated is because the pupils easy to digest different kinds of technology that permits them to do many tasks with a diversity of online tools and portable technology to browse the internet, sending and texting a message or picture to other, playing a online game while learning language and listening to music, or generate their specific programme through website blog. "Sending text or short messaging is subsequence of what has been called the different 'written zone' (Carrington, 2005)". In addition, this aggregate itself integrates the assimilating and synchronizing of written work, pictures, speech and act. "Literacy involves familiarity with the conventions of text – how they are arranged and structured – and knowledge of how to use those conversations to design meaning, Kern (2000)."

The teachers face the rapid change of innovative theories in pedagogy and in the similar time the different forms of online communication are developing. The augmented reputation of social media online sites like YouTube, Whatsapp, Facebook, and Instagram contribute with data about themselves or with a dissimilar individuality, reveals that person are replying to the necessity to contribute, produce and make their individual manuscripts for communication. The other popular digital source is Google board, Edmodo, Quiper School, and Microsoft 365. Those digital sources are multimodal literacy in 21st century learning model. Thus, the teacher should engage with the new trends of multimodal literacy in order to improve their proficient progress. As stated by Drajadi, Tan, Haryati, Rochsantiningsih, Zainnuri (2018) they are investigated how the multimodal literacy develop by language teachers. The result showed that the teachers gain new experiences through multimodal literacy.

Thus, the objective of this research is to guide the teacher how important of digital literacy in TEFL. The tools delineate in this study dealing with flipped classroom model in language learning class by using whatsapp application. The preceding research, "Hsieh, Wu, and Marek (2016) assert insights into the impact of theory-based flipped learning on motivation and idiomatic acquisition; student impressions of the online platform used, LINE; and offer recommendations for practice."

Based on Embi and Panah (2014) as cited in (Tazijan, Abdullah, Zainol, & Noor, 2017) in regards to Behaviorism and Constructivism learning theories, state how flipped learning in technological oriented classrooms encourages students to construct and expand their own knowledge. It allows students to learn at own pace, thus promote greater classroom engagement. Flipped learning has been closely related to different types of learning styles such as

“the peer assisted, collaborative and cooperative learning (Bishop & Verleger, 2013).” (Maninun & Kittichartchaowalit, 2017) found that the flipped classroom and team-based learning implies “such organization of the educational process in which, when students attend face-to-face classes they already have some theoretical knowledge and understanding of the matter that will be discussed in the classroom. It makes the interaction more effective and fruitful as students feel more comfortable and confident asking questions and discussing the issues with the teacher and peers.”

Furthermore, (Tazijan et al., 2017) flipped learning helps improve students’ verbal communication skills. As flipped learning brings excitement to the classroom, carefully designed lesson plans are required in order to make sure that learning can function at the maximum capacity. Previously, (Afrilyasanti, Rida; Cahyono, Bambang, Yudi; Astuti, Utari, 2016) found that “in implementing flipped classroom model for this group, some modifications (for instance the proportion of online and in class activities, or lecturing and practicing) are needed. It implies that, the main problem for the flipped classroom model is not necessarily the instructional or technical materials, but how to spend class time.” (Bergmann and Sams, 2012) mention that the goals of the flipped learning are giving today’s topic, helping busy students, helping struggling students, excelling students’ ability and students’ learning autonomy, increasing student-teacher interaction, increasing student-student interaction, offering different learning experience, changing the classroom management, and educating parents.

The observation result that the application of flipped learning involved several features of learning. The pupils opened materials at home and then discussed the lesson in class with the teachers and other students, hence joining

online and traditional lesson is the feature of mix learning. The pupils utilized portable tools, mainly “smartphones and tablets, as well as laptops—a mixture of devices known as BYOD (bring your own device) (Hockly & Dudeney, 2014; New Media Consortium, 2015).”

The recent, persistent eagerness for rising namely “21st century skills” argues, Bullock (2011) in Kosnik et. al (2016) “at least tacitly, that someone who is technologically literate knows how to use a number of devices and programs expertly.” Thus it is in line with the questionnaire, the response to investigation the second question is flipped learning (1) inspired teacher to teach English, (2) improved their knowledge, and (3) involved in teaching and learning activity.

The results from the previous interview showed that the responses of the understanding of flipped learning are various. The answers are mostly they are giving positive replies. It assumed that teacher at first unfamiliar with the inverted teaching. Some responses were done by interviews and observations. As the advancement of technology, they were become familiar with this model. Bullock (2011) argues “the intersection of digital technologies and teacher education as a task of learning *about* technology, then we might further argue that our point in teacher education is to provide candidates with experiences in which they develop an understanding of *the nature of technology*.” The teacher at first did not understand the meaning of mobile assisted language learning. In this session, teacher listened to the explanation deal with term ‘MALL.’ The teacher provides diverse response during explanation the term into another situation. This result deals the novelty of perspective for teacher the word of MALL in teaching English. Another focus of the interview uses technology to enable the process of language teaching and learning.

The findings show that at first the teacher used simple technology tools, such as PowerPoint presentation and video for learning. Furthermore, the teacher experience with MALL began to use various technology tools in teaching their students. Some of the tools included online dictionary, YouTube, Facebook, Quiper School, Edmodo, Microsoft 365, and video presentations implement of flipped teaching in language learning class. The knowledge of English teacher in flipped classroom model prepares (1) pupils' initial content deals with the lesson; (2) preparing pupils to language learning task; (3) assisting various texts to enhance higher-order thinking; (4) guiding students to comprehending a lesson; (5) associating scholars in their independent learning; (6) dividing the teaching and learning chapters to facilitate student's. Preparing teacher to survive with "21st-century" value knowledge entails educators' ability in comprehending and utilizing with various devices, material, and manuscript that incorporate with online computer-based in the part of the teaching and learning process.

Although English teacher has sufficient knowledge related to the flipped classroom model, the teacher still has difficulty in implementing online flipped classroom. The obstacle is unfamiliarity with the term MALL though they have understood about a reverse learning model and multimodal writing that involves of more than one communication types such as texts, pictures, resonances, signals, and actions. Those are happened outside the classroom. Teacher/teacher needs more explanation about the digital literacy in applying the term into English classroom in the context of flipped classroom model.

By having the knowledge of MALL literacy, teacher agrees the strong connection among English teacher in flipped learning and higher-order thinking in 21st century learning. The teacher is

utilizing technology to arouse students' higher-order thinking about genuine topics, directing the scholars in working their learning, optimizing technology to assist students to increase various points of view for current issues, aiding students in joining in association with technology and monitoring their students in assembling images of data by means of technology. "Flipped Classroom model in MALL literacy framework offers new perceptions for diverse pupils to learn English better through images, sounds and movements to create a better learning environment to achieve students' language mastery as assume by Moreno (2002)." "Giving the students varied types in language learning create life-story learning. This provides an impact for encouraging students to direct, deploy and comprehend how these means relate to each other (Mayer, 2003)." It means that this flipped learning enable teachers and pupils to prepare and explore more about the lesson which can increase their language learning ability.

The investigation of MALL framework in the context of flipped classroom model English classroom describe that the teacher known two interesting findings related to optimizing the technology as teaching aids. The teacher adds range in optimizing the technology into the class. The teacher knows and applies different devices. Previously, teacher uses the modest technology media tools, such as power point and video in creating the classroom more alive and creative. Based on these kinds of data, it needs continued professional development related to the making use of technology tools into the classrooms. It can be started when teachers are in the college. The other professional developments could continue to prepare experienced teachers with small discussion between teachers, teachers-universities teachers, teachers-government continued professional development centre.

The application of utilizing the technology in the English class still gives challenges. “The other reasons are fear of change and limited time and facilities supported frequently perceived as the facts that cannot be doubted (Mishra & Koehler, 2009).” There are some obstacles ascended in maximizing the technology in the class, technically and non-technically obstacles. The lack of communication is became the non-technically difficulties. Less interactive communication can cause the decrease of progress in teaching and learning. The educational process needs pedagogical perspective to overcome the problem. The teacher part in educating by utilizing flipped classroom model context provides platform; assist a safe place for pupils. At the concurrent, teacher faces a technical disagreement with internet connection. It becomes the main encounter for educator to teach English. An offline mode can overcome the difficulty to support the teaching and learning English in class. The flipped classroom model is necessary for educators to increase and succeed the pupils’ performance. The results of flipped classroom model are increasingly mutually for the educators and pupils’ in optimizing different kinds of technology and develop higher-order thinking in 21st century learning. This model also can increase students’ learning autonomy. Because they need to read the material at home and prepare the question regarding to the topic. Hence, in class the pupils work together to solve the problem. The teacher is expected to guide the student to figure out the solution.

The objective of this study is to give different insight about the important of digital literacy in teaching language learning. The tools delineate in this paper dealing with flipped classroom model in language learning class by using Whatsapp application. The previous study conducted by Hsieh, Wu, and Marek (2016) revealed “that the theory-based flipped instruction using online written and oral interaction not

only enhanced the participants’ motivation, making them more active in using idioms in class, but also significantly improved their idiomatic knowledge.” It is showing that the inverted class model was effective in attaining the instructional objectives of the language class. Based on the theories contributes comprehensions into the effect of theory-framework of inverted teaching and learning toward motivation and language acquisition. The students were impressed positively on online platform that were applied, here by using Whatsapp; and persuading approvals to practice it in class.

According to the gap and background of study, the researcher proposes the objective of the online workshop as follows: How do the teacher perceive toward the application of flipped teaching in English class?

2. METHOD

This study is an internet survey. This research design brought a different point of view than preliminary topics in same research area, and the writer includes these here. The advancement of Internet and its usages are evolving promptly, with access through an excess of tools increasing aggressively. Internet surveys, whilst they have been the stuff of pupil transformation during twelve months. (Morrison, 2013b), are stated that it “becoming commonplace in many branches of educational research (Denscombe, 2014; Dillman *et al.*, 2014; Roberts and Allen, 2015) as cited in (Cohen, Manion, & Morrison, 2018).”

Protecting privacy of participants in internet survey, the writer may oblige to write zero specific description from the respondents and ask for nothing except what is written in the survey. Or the writer may take steps to protect data privacy, anonymity and confidentiality, through password protection, “one-way scrambling of the machine number when the data are being submitted (‘encoding it in a manner

that cannot subsequently be decoded'; Fox *et al.*, 2003, p. 178) as cited in (Cohen *et al.*, 2018)."

The population was the English teacher in Secondary School in West Java, and the sample was the English Teachers in Secondary School in Ciamis. The researcher was used the google form to obtain the data. The researcher was explained the teaching model by online course with four meetings. Then, the researcher spread the questionnaire by using google form.

3. FINDING AND DISCUSSION

The activities were conducted online in form of online lecturing. In this session the instructor gives brief information about the definition, the reason, and how to do it through WhatsApp application. The first, the writer and teachers had an online discussing, in this session the participants discuss some questions, there are:

- a) Does anxieties emerge in teaching English that school have dealing with activating students' autonomous learning?
- b) Does the school support the use of technology in teaching process?
- c) Have you ever heard about flipped learning model? Are there academic disciplines that would not benefit from the flipped learning approach? (For instance, in Biology, Math, Accounting, etc). The teachers were mostly answered there were anxieties among the students when the teacher tried to apply the learning autonomy. Some school had already support their school with the new devices, thus the teacher could optimize their job by maximizing the technology implementation. There were only 26% of the participants who know about the Flipped Classroom Model. Thus, the teacher cannot relate the teaching model in any other subject because only few of them know it.

The second is demonstration by using YouTube. In this phase, the participants discuss the pace by pace, unhurriedly they flip the lesson. It elaborates the steps by steps on how to begin flipped course in language class. Next, it is necessary to underlining the prerequisite to contemplate rational thinking fulfilment during preparing the lesson plan for language class in flipped learning framework. The participants establish the clear learning objectives at first. Then, they choose appropriate learning materials. The last, supporting the learning with scaffolding and interaction are the key of instructional in flipping the class. Those keys are proposed by Hsieh (2017). The first, practicing where the instructor explains that flipping a class takes time at the beginning of the process. To extent, prospective critical thinking issues for teachers which occur in combination of innovative technologies, teachers should to figure out, write down, and cut up suitable lesson plan, adjust and attach innovative class atmosphere, next, do over the lesson plan to set up the teaching goals parallel with every section of the lesson (pre learning, while learning in class, afterward leaning). Starting with a particular unit of a lesson than inverting the whole lesson, it allows teacher and their pupils to practice worth thing by inverting the powerful phase essential that guarantee for fully applied in class. It similarly permits every individual to widen their own placate yet the skill with the new teaching model however shaping different fields with where the pupils concerns (e.g., technology usage, admission to resources, finalizing before class assignments) earlier beginning a applied flipped learning, as stated by Hsieh (2017). After the demonstration the participants' curiosity were improved.

A key to discovering prospects to invert a traditional lesson is to glance for paces of the lesson at previously, the ground theory of flipped procedure. At first is investigating pupils' obstacles in lesson.

Moreover, in exploring a lesson, the obstacle section happens from the bid of the source deliver toward teaching process, it the best section to reverse in lesson. Inverting this section of the course allows the pupils to open some lessons or various number of topics in which they free to open several intervals at home, based on their necessity. Furthermore, an easy test, made them ease to understand the forthcoming topics in lesson, went out the lesson time to prepare more difficult framework toward discussion, pair work, peer checking, and teacher guidance. (Hsieh, 2017) draws:

Table 1: The differences between Traditional and Flipped Classroom

Table 1 Instructional phases in traditional and flipped classrooms

Instructional phase	Traditional classroom instruction	Traditional classroom scaffolding/interaction/support	Flipped classroom instruction	Flipped classroom scaffolding/interaction/support
Before class	Assigned readings	None/minimal	Assigned readings; recorded lecture; supplemental videos/podcasts; short assessment	Multiple access points addresses various learning modalities/allows students to self-monitor learning in conjunction with assessment; lecture/supplementary materials scaffold reading by highlighting key points or clarifying understandings; Lecture material can be chunked into 10–15 min segments to reduce cognitive load
During class	Lecture; one to two activities; Partner-Share	Lecture scaffolds reading by highlighting key points or clarifying understandings; Activities scaffold lecture by breaking up instructional input and reducing cognitive load; Partner sharing promotes structured interaction	Activities; Small group/partner work; Partner-sharing; Problem Sets; Assessments	Activities apply, develop or deepen knowledge acquired in reading/lecture; Partner and small group work promote structured interaction, allow for peer support, feedback and evaluation; Peer and instructor support can be given on in-class assessments
After class	Assessment	Students may review notes, independently seek support from peers, attend office hours or contact instructor for support	Complete assessments; Follow up activities	All students have access to peer/instructor feedback from in-class session; Assessments are completed independently to allow for more time and development; Follow up activities may further extend learning

Hsieh (2017) also asserts “with lesson converts to outside of the classroom, in-class learning time can be used for various tasks appropriate to student learning. In-class time be used strategically for student support and interaction, by and with peers and/or the instructor.” The problem was set at first, thus the pupils who had an obstacle were handled during the lesson, by discussion with the teacher as the fasilitator. There were some activities that can be done such as Group work, Think–Pair– Shares and Jigsaw activity. Those activities were assisted students’ interaction with their friend. It also becomes sharing and understandings session the topic and reading the materials. It is expected to enhance learning in a flipped learning.

The last, reflecting is a different key among the old-style and inverted editions of the lesson in line with determination was when the processes were done. In the old-style teaching model of the lesson, tests, for instance readings, were consigned for individual task, where pupils sometime looking for teachers and teacher assist if they asked enquiries. In the reversed model in lesson through flipped learning process. Wide opportunities were open to give chances for pair interface and criticism as well as teacher comment equally exists in unit of summative tests. Student obtains to organized opinion throughout the Pupil–Parental notification by group and overiewing features of their class arrangement based on undertakings lecture session. In the last online course, the researcher spread the questionnaire to investigate the participants’ perception toward the Flipped Classroom Model after they implemented it in class. The result was showed that the teachers were happy and enthusiast when they applied the new model in class. Even at first there were an obstacle regarding the internet connection. So far, they were response positively. The teachers were happy and enthusiast after following this online workshop. They were already well equipped with new teaching model and technology to improve students’ higher order thinking.

4. CONCLUSION

At first the teachers did not know about the new teaching model. Then, after the training several times of training the teacher begun understand and applied the teaching model. If teachers realized the actual effect of the use of technology class, it is essential to investigate the relation between teaching model and media to the whole teaching and learning activity. Teachers need to be equipped with the right knowledge on digital literacy and skills so as to ensure the intended objectives of the curriculum are achieved. In order to produce learners who can think critically,

teachers need to be taught in order to understand the concept of critical thinking itself and the appropriate pedagogical approach to assess critical thinking effectively. This online workshop was assisted the teacher to expand their knowledge about the different types of teaching model and saving their time in class. Ideally, the teacher monitored their students to make sure that they were really read the materials. The teacher was also work together with parent to check the student progress during the flipped learning model.

To conclude based on the online course and internet survey the teacher perceives the positive response toward the new learning model. It was showed by the curiosity of the teacher to learn new teaching model to refresh their knowledge. During the online workshop they were active and eager to read every material that was given online. In this new teaching model, Flipped Classroom Model, the teachers had their opportunity to explore more digital platform to be used in English class. The teacher gave autonomous to the students and let them to be prepared more before enroll the class. This new learning model was also promoted the students' higher order thinking. Today, teaching and learning should follow the 4.0 industrial revolution. In this era, the teacher should prepare their students to be able to compete in real life challenge. Thus, the teacher were expected to be well prepared and had better understanding with technology.

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