

TRANSFORMING TRADITIONAL INSTRUCTION: EXAMINING STUDENTS' PERSPECTIVES ON FLIPPED CLASSROOM IN A DIGITAL LITERACY ERA

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Abstract:

The increasing integration of digital technology in education has accelerated the adoption of the flipped classroom model, which combines online learning activities with face-to-face instruction. In the context of the digital literacy era, students' readiness and perceptions toward this instructional approach remain critical issues, particularly in English as a Foreign Language (EFL) classrooms. This study investigates junior high school students' perceptions of the flipped classroom and examines its perceived effectiveness in supporting learning engagement and confidence. Employing a descriptive quantitative survey design, data were collected from 30 students through a validated five-point Likert-scale questionnaire and analyzed using descriptive statistical measures, including mean scores and frequency distributions. The findings indicate that students hold positive perceptions of the flipped classroom ($M = 3.97$), categorizing their responses within a high level of acceptance. Participants reported enhanced engagement, active participation, and greater learning confidence through the integration of online and in-class activities. Despite the limited sample size, the results suggest that the flipped classroom represents a pedagogically feasible approach for fostering learner autonomy and engagement in EFL contexts within the digital literacy era. Future research is recommended to employ experimental or mixed-method designs to further examine its impact on measurable learning outcomes.

Keywords: Flipped Classroom, Digital Literacy Era, Students' Perspectives, Transforming, Traditional Instruction

1. INTRODUCTION

Flipped classroom is a form of learning using a blended system which means through face-to-face interaction as well as via virtual or online as well. It can be said that this learning model combines synchronous learning with independent learning (Bergmann & Sams : 2012). There are have some benefits of using the flipped classroom model, including the following : Can answer the challenges of every student nowadays, The flipping model can help each student have many activities outside of school, and Helps improve interaction between students and teachers. Flipped classroom is capable of changing class management and Changing conventional learning into 21st century learning, which means that learning patterns must be student-centered.

Hyun lee (2014), digital literacy is the ability to understand and use information from various sources, which can be accessed via online using computer and smartphones. There have been several studies same with the topic of this research namely learning with the flipped classroom method such as : Lenisa (2019) mentioned that the effectiveness of learning cognitive learning outcomes through the application of flipped classroom blogs refers to the average absorption rate of students reaching 70-100 which is categorized as effective. Then research from research from Asiksoy and Odzamli (2016) which used a questionnaire given to the experimental group so it got a high significant score. The researcher conducted research with topic flipped classroom in digital literacy era to find out how much influence the effectiveness of the flipped classroom teaching method in the current era called the digital literacy era, which can be used as a recommendation for the use of this teaching method, especially in the world of education.

The emergence of the digital literacy era that links the use of information technology wisely and correctly, what often becomes a problem is that each flipped classroom learning method will relate to two categories, namely online learning materials and media, because basically the flipped classroom learning method utilizes the development of the world of information technology. For education and in face-to-face learning situations, all parties can be independent and active so that the demands for the application of the flipped classroom method are quite difficult to implement because of the risks that occur from the use of technological media so that it requires collaboration between all parties, namely teachers, students and parents both in terms of creative innovation in the use of learning media or in terms of interest and learning motivation using this method to create the effectiveness of using the flipped classroom method.

The second phenomenon is that there is a lot of information and subject matter as well as tools that are difficult for students to find as learning materials and media at home, if it is easy to find learning media for students, it is not certain that the material obtained is in the form of correct learning information because nowadays there are hoax internet sites and inaccurate information and their limited knowledge to investigate and evaluate the material first. But some of them certainly have the knowledge and ability to get different lessons. If their knowledge is high it may be fine, but if on the other hand, low knowledge cannot make students more active, it will even be lazier to learn.

Therefore, the reason researcher are very interested and considering importance to conducting research related to the flipped classroom method to get answers to the problems that have been described, especially in the world of education, which aims to test the results of the feasibility of using the flipped classroom method at the junior school level, namely in junior high schools.

2. METHOD

Descriptive quantitative research is a research method that will be used in this study. (Nazir, 1988:63) Descriptive quantitative research method is a research to describe a phenomenon, symptoms, events that occur factually, systematically, and accurately.

In the data collection, researcher used questionnaire with a five Likert-scale. Number of questions in the questionnaire is 30 questions. Then, 8 questions are core questions selected from the indicators or aspects questionnaire that ask students' level of perception in learning using flipped classroom.

in this study the researcher conducted the research location at the SMPN 36 Pekanbaru School which is located at Repelita Street 1, Tampan, kec. Payung Sekaki, Pekanbaru-Riau City.

Of the four classes from the population of research with the number of students as much as 120 students. grade A will be used as a research sample with a total of 30 students to analyzed the data. because this decision was taken with the consideration that this class has followed the learning of flipped classroom method fostered by teachers who use flipped classroom method and able represent the population.

The researcher used To identify the category or measured of the perception Students' about flipped classroom in digital literacy era which from category very low until very high category. scale of mean score is organized into five categories (Amin & ahmad : 2012).

To analyze the data, researcher used descriptive statistics presented in the form of central tendencies (average, median, and mode) and variability (variance, standard deviation, and range). To describe the analysis, the results of the study used a table consisting of frequencies and percentages. The researcher used descriptive statistic because to find out the score of students' perception of flipped classroom in digital literacy era at SMPN 36 Pekanbaru.

3. FINDINGS AND DISCUSSION

The researcher analyzed the descriptive statistic from the sample of research with 8 questions which the core of questions from students' perception about flipped classroom and then interpretation into frequency of indicator table and descriptive statistic table. the following tables below presented to give an overview of the results:

Table 1

Happy to Learn Flipped Classrooms that Learn Online and in Class

	F	Percent	Valid Percent	Cumulative Percent
Valid SA	8	26.67	26.67	26.67
A	19	63.33	63.33	90.00
D	2	6.67	6.67	96.67
DS	1	3.33	3.33	100.0
SD	0	0	0	
Total	30	100.0	100.0	
Note: SA : strongly agree, A : agree, D : doubtful, DS: disagree, SD : strongly disagree.				

The majority of students' (63.33%) agrees and feels happy with flipped classroom learning in the digital literacy era. While, the other response, disagree and strongly disagree, shared only little accumulation, with 6.67% and 3.33%

So this will certainly give the impression to students and teachers that using flipped classroom is a learning that is important to apply and can make students happy to learn. Its impact can be seen in the way it is implemented, namely in the classroom to discuss material that does not understand and online reading the material, watching videos and so on.

The following is an elaboration of all questions from the happy aspect about student's perception of flipped classroom which is presented in the statistical descriptive table below :

Table 2

Descriptive Statistics of Students' Happy Learning Flipped Classroom in Digital Literacy Era

N	Valid Missing	30 0
Mean		3.96
Median		4.00
Mode		4.00
Std. Deviation		0.711
Variance		0.5
Range		
Min		2
Max		5
Sum		832

Table 2 presented descriptive statistics of the central tendency of students' happy in learning flipped classroom in digital literacy era that values of result mean is 3.96 , median and mode almost equivalent with the score 4.00. Based on the exposure of data in the table above it is also known the value result of standard deviation, variance and range with the number 0.711, 0.5 variance and range minimum with score 2, the maximum range is 5. From the data or results, it can be concluded that almost all students feel comfortable and happy learning flipped classroom because they have many activities and easy to learning the material such as ask material that is not understood through online so that the flipped classroom method can be said to be an effective method applied.

Then, the researcher also investigate the effectiveness of flipped classroom from aspect attention. The frequency in the students' perceptions about using flipped classroom in digital literacy era was shown in table 3 below :

Table 3

Able to Adapt to the Flipped Classroom Learning Method that is Based on Media Technology and Learning in Class

	F	Percent	Valid Percent	Cumulative Percent
Valid SA	4	13.34	13.34	13.34
A	22	73.34	73.34	86.68
D	2	6.66	6.66	93.34
DS	2	6.66	6.66	100.0
SD	0	0	0	
Total	30	100.0	100.0	

The results of the questionnaire which shows that 13.34% and 73.34% agree and strongly agree with statements about adjusting to the flipped classroom method because they are familiar with the way it is implemented, namely learning with technology and also in the classroom. The result of the response score obtained with a cumulative percent value 86.68 of indicates a high category or response. Then, to analyzed students' perceptions about flipped classroom in digital literacy era from aspect of attention, the researcher presented the data in the table 4 below :

Table 4

Summary of Descriptive statistic about students' attention with learning flipped classroom in digital literacy era

N	Valid Missing	30 0
Mean		3.99
Median		4.00
Mode		4.00
Std. Deviation		0.735
Variance		0.5

Range		
Min		2
Max		5
Sum		839

Table 4 show and presented descriptive statistics of the central tendency of students attention with learning flipped classroom especially in the digital literacy era. The average value of students attention (mean = 3.99), then, the values of mode and median were with value 4.00 and 4.00. for value of standard deviation at number 0.735 with the variance (0.5). the range minimum and maximum at level 2-5. Accordance the all value of descriptive statistics above, it can be presented that students attention with flipped classroom method at high level.

Table 5 below presented the frequency of students' perceptions about flipped classroom in digital literacy era per response.

Table 5

With the Flipped Classroom Method, it Becomes More Creative to Learn and Think Critically in Arguing About the Subject Matter

	F	Percent	Valid Percent	Cumulative Percent
Valid SA	7	23.33	23.33	23.33
A	18	60.00	60.00	83.33
D	5	16.67	16.67	100.0
DS	0	0	0	
SD	0	0	0	
Total	30	100.0	100.0	

Based on the data in the table above it can be known that 23.33% of students answered strongly agreed, 60.00% of students answered in agreement and only 16.67% of students answered doubtfully. The data showed result with more score in the response of agreed. It can be stated that more students favored the flipped classroom method. This can happen because this method can make students participation in learning and become more creative

to learn with varied learning activities and discussions together to make students can think critically.

Table 6

Summary of Descriptive Statistics About Students' Participation with Flipped Classroom Learning In Digital Literacy Era

N	Valid Missing	30 0
Mean		4.05
Median		4.00
Mode		4.00
Std. Deviation		0.689
Variance		0.4
Range		
Min		2
Max		5
Sum		852

The table 6 presented the good level of students' participation with flipped classroom learning. The score mean showed high level at 4.05 and the median and mode at same level at 4.00 and 4.00. the results of standard deviation at 0.689 with variance 0.4. range answers with the value between 2-5. It can be conclude that flipped classroom method can make students active and participation with the process of learning.

While, to know the effectiveness of flipped classroom in digital literacy era accordance from students' perceptions with aspects of ability because aspect ability are the tendency of students' behavior when learning things that are academic in nature. Aspects of attitude in learning are feelings of liking, pleasure, agreeing, or disagreeing with tasks, learning goals, tasks and others.

Table 7

More Confident to Learn With Flipped Classroom Method in Digital Literacy Era Because Learning Can be Through Online or in Class

	F	Percent	Valid Percent	Cumulative Percent
Valid SA				
A	5	16.67	16.67	16.67
D	21	70.00	70.00	86.67
DS	1	3.33	3.33	90.00
SD	3	10.00	10.00	100.0
Total	0	0	0	
	30	100.0	100.0	

Based on student responses and the score obtained with the number 86.67% is at intervals of 3.41 – 4.20 high categories, it is known that students will be more confident in learning in the style of flipped classroom methods where learning can be through online and in the classroom. So as to give the opportunities for learners to add broad insights.

The next data presentation summary of descriptive statistics of ability students learning flipped classroom. It will be illustrated in the following table :

Table 8

Summary of Descriptive Statistics About Ability Students Learning With Flipped Classroom In Digital Literacy Era

N	Valid Missing	30 0
Mean		3.90
Median		4.00
Mode		4.00
Std. Deviation		0.772
Variance		0.5

Range		
Min		1
Max		5
Sum		1055

The existence of flipped classroom methods is certainly very helpful for students in learning. When asked to students, generally students answer more that there are no problems when they learning flipped classroom in digital literacy era. From the figure in table 12 it can be seen that the final Mean score of data obtained is 3.90 which is on the interval scale of 3.41 - 4.20 positive or high category. So from data processing it can be concluded that students' perception of flipped classroom learning methods in the digital literacy era is good. Median in the overall assessment of student perception of flipped classroom learning of 4.00 and the mode or picture of data that appeared the most in students' perception of flipped classroom learning by 4.00 while the standard deviation on the results of assessment of student perception of flipped classroom learning in the digital literacy era was 0.772. This value indicates that there is more variation in the data that has been obtained.

After investigate the 8 core questions of questionnaire and from these findings, the researcher founds The findings show that there are no difficulties for student's junior high school when taught using flipped classroom media. In fact, in the application of the flipped classroom in digital literacy era, expertise and skills are needed from the use of supporting facilities for flipped classroom learning and many things or activities that must be completed by students when learning the flipped classroom. Students only show increased learning and the effectiveness of the flipped classroom. It is easy for students SMPN 36 Pekanbaru to develop learning that is said to be in accordance with digital literacy era learning such as this flipped classroom.

Based on the calculation of the mean score, the overall answers from students are at 3.97 and median and mode equivalent at score 4.00. This means that the mean score of the student questionnaire research score is categorized with a value of 3.41-4.20 with the high category. So that the guidance of interpretation used by researcher are in the form of a mean score scale which states that good or high level if the value obtained is at intervals of 3.41-4.20. In this case, the application of flipped classroom learning can help students to improve student learning outcomes and effectiveness to use. Therefore, it can be said that flipped classroom method in the teaching and learning process can solve students learning problems and improve students' knowledge skills, especially junior high school students.

4. CONCLUSION

the aims of this research is to obtain information or find out the students' perception and response satisfaction in learning using the flipped classroom method in digital literacy era that was given by the previous teacher at SMPN 36 Pekanbaru. Based on the results of research, data analysis, data processing and discussion presented in the findings, researcher can conclude that overall students' perceptions of the use flipped classroom method in digital literacy era are at an scale of mean score with "high" level, or in other words the flipped classroom method is appropriately applied by each school generally to junior high students.

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