J-TECH
JOURNAL OF TECHNOLOGY, EDUCATION & TEACHING

Flipped Classroom Approach in Developing English Language Learning Curriculum in the Digital Era

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Abstract	Flipped Classroom is a learning model that reverses the habits of traditional learning methods, usually learning activities carried out in class such as understanding the material, then done at home, while assignments or homework that is usually done at home is done in class. This approach encourages students to be more independent and responsible for their own learning process, with the teacher acting as a facilitator. Since its implementation by Bergmann and Sams in 2007, the flipped classroom has become an increasingly popular pedagogical strategy. In the context of curriculum development and educational transformation in the digital era, the flipped classroom can be integrated into the current student-based system. (student-centered learning), collaboration and digital literacy, especially in English language teaching. Integrating a flipped classroom approach using digital media can support curriculum objectives by offering flexibility, effectiveness and innovation in learning. This approach makes it easier for students to learn and understand materials through digital media at home, and focus on active discussion and practice in class. Curriculum in the digital era adapts to prepare students to have critical, collaborative and creative thinking skills. With information and communication technology, utilizing digital media such as learning videos, interactive modules, and online discussion platforms into the flipped classroom approach will allow students to access materials and information more flexibly and in-depth.
Keywords	*Flipped Classroom; English Language Learning; Curriculum Development; Digital Era*

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1. INTRODUCTION

Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class (Bergmann & Sams A, 2011). The Flipped Classroom model is a new

and increasingly popular instructional approach. In this model activities that are usually done in the classroom, such as the delivery of material, are turned into home assignments. Instead, activities that would normally be homework are done in the classroom (Akçayır & Akçayır, 2018). Flipping the classroom has been a popular pedagogical strategy since 2012 by Bergmann and Sams. This approach is a student-centered learning that produces a positive impact on student activeness and independence. This is very relevant to the development of the Education curriculum in Indonesia today. Quoting from the Ministry of Education and Culture, the curriculum in Indonesia is currently dominated by the "Kurikulum Merdeka," which officially became the national curriculum in 2024. This curriculum is designed to face the times and post-pandemic challenges, with an emphasis on flexibility, student-centered learning, and strengthening character through the Profil Pelajar Pancasila in its implementation.

As the era progresses into the digital era, so does education, education transformation in the era becomes an inevitable phenomenon along with the rapid development of information and communication technology. This transformation creates a new pattern in the learning process that affects aspects of the world of education (Soeratin et al., 2023). How the development of digital technology changes the way students learn, especially in learning English, by utilizing technology and digital media. Technology continues to progress, with the development of technology can meet the needs of creative, effective and innovative learning activities. Especially in English language learning, digital media can be adopted in learning activities through various and interesting ways, thus increasing student motivation and facilitating the learning process.

Therefore, the application of flipped classroom using digital media in English learning becomes a learning approach where students learn material at home through digital media, such as videos or interactive modules, and use class time for discussion, practice, and collaborative activities. This approach is highly relevant in English language learning, especially when combined with digital media.

2. METHODS

This research uses a systematic review method to analyze the literature related to learning models, namely Flipped Classroom, English language learning, and educational transformation in the digital era. The research stages are as follows:

a. Data Source

Data sources were obtained from several academic databases, namely Taylor & Francis Online, Emerald Insight, ScienceDirect, and Google Scholar, as well as other sources such as curriculum.kemdikbud.go.id and Detik.com. The keywords used in the search were "Flipped Classroom Approach", "Flipped Classroom approach in Learning English", "Educational Transformation in the Digital Era" and "Information and Communication Technology in Flipped Classroom

Activity". Using data sources that are still relevant to current developments, up to 5 years back.

b. Data Collection Procedure

Data collection is done through article searches based on keywords and criteria. Articles found were selected based on the relevance of the title and abstract. Ensuring the content of the article is in accordance with the research focus.

c. Data Analysis Process

Compiling the selected journal articles and data sources using tables, then reviewed and analyzed which aims to identify and compile information, findings related to the flipped classroom approach in curriculum development for English language learning in the digital era.

d. Presentation of Results

The results of the review and analysis are presented in tabular form. The table is used to facilitate understanding and provide an overview of the articles reviewed, including Article title, Author, Year of publication, Methodology, Main results, Conclusions, Weaknesses/criticisms, Analysis and Discussion.

3. FINDINGS AND DISCUSSION

3.1. *Integrating the Flipped Classroom Approach in Curriculum Development and English Language Learning*

Flipped Classroom

Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in (Bergmann & Sams A, 2011). In the Flipped Classroom system, the teacher acts as a companion who helps students, rather than just delivering information. On the other hand, students are responsible for their own learning process and are required to set their own learning pace (Lai & Hwang, 2016). The Flipped Classroom has been popular as a teaching strategy since Bergmann and Sams implemented it in 2007. Although the concept is relatively new in education, the flipped classroom approach (FCA) is not entirely new when viewed from an educational philosophy perspective (Lecture & Berrett, 2012). It is important to re-evaluate how to effectively connect student learning activities in the classroom and outside the classroom by integrating technology. The Flipped Classroom approach in Indonesia was implemented during the pandemic, becoming a solution for emergency covid-19 learning. Quoting from Kemendikbud.com, based on research conducted in America and also several schools in Indonesia that have practiced the Flipped Classroom, the results are very encouraging and the quality is better. The students who practiced this method had very high learning motivation, increased creativity, increased responsibility, students were more active in classroom learning, and their academic scores were better when compared to traditional learning methods. Likewise, teachers also feel that they have more time to interact with students.

Curriculum Development

In 2022, the Kurikulum Merdeka was introduced by the Ministry of Education, Culture, Research and Technology (Kemendikbudristek), replacing Curriculum 13 which has been implemented from 2013 to 2022. The Kurikulum Merdeka is designed to meet the needs of a more flexible and adaptive education, especially in facing the challenges of educational transformation in the digital era.

The independent learning curriculum has been formalized by the Ministry of Education, Culture, Research and Technology of the Republic of Indonesia (Kemendikbud Ristek RI). In the Kurikulum Merdeka Academic Study book, the Kurikulum Merdeka aims to realize meaningful and effective learning in increasing faith, devotion to God Almighty, and noble character as well as developing the copyrights, tastes, and senses of students as lifelong learners with Pancasila character. The Kurikulum Merdeka aims to optimize the spread of education in Indonesia with diverse intracurricular learning. The Kurikulum Merdeka supports learning recovery, which is the main characteristic of the Kurikulum Merdeka. Quoted from kurikulum.kemdikbud.go.id, the principles of the Kurikulum Merdeka are;

1. Focus on Essential Content

   Content-centered learning is most needed to develop students' skills and character so that educators have adequate time to conduct in-depth learning. This is an effort to address the challenges of the times and current issues, such as climate change, financial literacy, digital literacy, health literacy, and the importance of literature in deepening students' literacy skills.

2. Character Development

   The development of students' spiritual, moral, social, and emotional competencies, either by allocating special time or integrating with the learning process, such as the Proyek Penguatan Profil Pelajar Pancasila (P5).

3. Flexible

   Learning can be adjusted to the competency development needs of students, the characteristics of education units, and the context of the local socio-cultural environment.

The Kurikulum Merdeka integrates digital literacy skills, knowledge skills, and technology usage skills. Learners are given the freedom to think and learn from any source, so that they are able to gain knowledge and solve problems that will be faced in real life. The implementation of the Kurikulum Merdeka at the SD / MI level prioritizes project-based learning to realize the Profil Pelajar Pancasila.
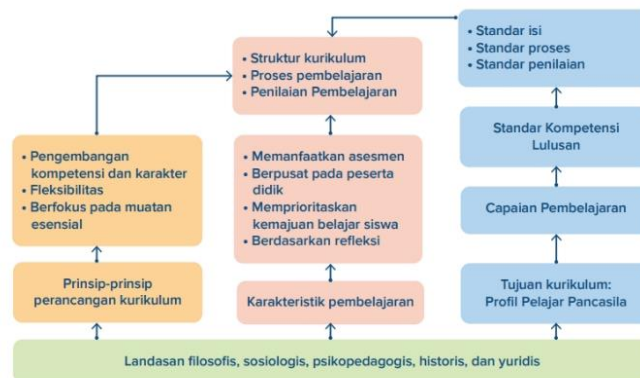
Figures 1. Basic framework of the Independent Curriculum
Source : **(Standar et al., n.d.).**

Based on the objectives, principles, and characteristics of the Kurikulum Merdeka, the application of the Flipped Classroom approach can support successful learning. The Flipped approach supports the characteristics of the Kurikulum Merdeka, namely:

1. The Profil Pelajar Pancasila Project
   Flipped Classroom provides students with the opportunity to work on problem or product-based projects, which are an important part of strengthening the Profil Pelajar Pancasila.
2. Encouraging Active and Independent Students
   In line with the characteristics of Kurikulum Merdeka learning, namely Learner-Centered, with Flipped Classroom students are more active in class through group discussions, and solving problems. Students to learn independently outside the classroom through learning videos, digital materials, and online platforms.
3. Developing Student Creativity and Innovation
   By giving students the opportunity to work on a project and collaborate.
4. Flexibility in Learning
   The Flipped Classroom approach provides flexibility for teachers in designing learning, and students in learning according to student characteristics, and utilizing technology to reach students in a more effective way.
5. Integration of Technology in the Learning Process
   Flipped Classroom utilizes technology such as online learning platforms, interactive learning videos, or educational apps. This is very compatible with the spirit of digitalization that characterizes the Kurikulum Merdeka.

The Flipped Classroom approach is highly compatible with Kurikulum Merdeka as it supports flexible, active, and student-centered learning. In addition, this approach encourages the use of technology and independent learning that is relevant to the demands of the digital era. The implementation of Flipped Classroom can be an effective strategy to achieve the objectives of the Kurikulum Merdeka while improving the quality of education.

3.2. English Language Learning Using Flipped Classroom Approach and Digital Media

Flipped classroom approach is an innovation in education that utilizes digital technology to improve the effectiveness and efficiency of learning activities, especially in English language learning. The flipped classroom method of teaching and learning is one way to ensure that technology becomes a key component in inquiry-based classroom learning and supports civic online reasoning skills (Webb & Doman, 2020). Empirical research shows that digital literacy practices can facilitate students' critical understanding of the rhetorical context in their writing and language use (Webb & Doman, 2020). The United States Department of Education through the Literacy Information and Communication System (LINCS) recommends inquiry-based classes for adult English language learners, in addition to supporting digital literacy skills (Webb & Doman, 2020). Regardless of what it is called and how it is implemented, the overall purpose of flipped instruction is to change classroom dynamics by using technology to present direct instruction outside of class (Egbert et al., 2014)

Implementing a flipped classroom approach means integrating technology into tasks outside of class (e.g. homework). Video is just one component of technology in a flipped classroom. Recent technological developments have created many other technological options that can be integrated into the flipped classroom, and research shows that today's students tend to accept the use of technology for educational purpose (Webb & Doman, 2020). The flipped classroom approach generally involves students watching online learning videos prior to in-class meetings as a way to better prepare themselves for more engaging and interactive lessons. Therefore, the researchers in this study sought to define the flipped classroom as a classroom where students receive formal input through teacher-recorded video lessons and then further engage in low-stakes formative assessment outside of class (Doman, 2016). Materials include weekly quizzes, online assignments, and forum discussions.

The Role of Digital Media in Flipped Classroom Implementation

Digital media is the main facilitator in the implementation of the Flipped Classroom. Here are some of the media that can be used:

1. Learning video: As a medium to deliver learning materials, in the form of teacher explanations or from other sources such as YouTube, or other online learning platforms.
2. Learning Management System (LMS): Such as Google Classroom to manage learning content, assignments, and discussion forums.
3. Interactive apps and media: Such as Quizlet, Kahoot, or Quiziz, help students practice questions, vocabulary, grammar, and other skills independently.

Benefits and Advantages of Implementing Flipped Classroom Using Digital Technology in English Learning

The flipped classroom model is very relevant in today's digital era, especially in English language learning. Students can access grammar or vocabulary learning

videos, and use class time for speaking practice, discussion, group learning and role-play in English.

1. Improving Students Digital Literacy Skills

   In the implementation of Flipped Classroom, students use digital technology such as online quizzes, learning videos, and online discussion forums to understand the material. Therefore, it can improve students' digital literacy skills.

2. Students become more independent, critical thinking and active in the learning process

   The use of technology will improve students' digital literacy skills and also encourage students to be more independent and think critically. From the basic material that has been learned before (Flipped Classroom), it can be used for interactive discussions, speaking practices, debates, and group activities in class.

3. Learning process becomes more flexible and inclusive

   Learning with digital media allows students to learn according to their ability, style and pace. Students can repeat learning materials that they can access anytime and anywhere through videos or reading until they fully understand the material.

   So with careful planning and integrating technology optimally, the implementation of the flipped classroom can create more effective, dynamic, interactive, and student centered English learning activities, in line with the concept and objectives of the Kurikulum Merdeka.

4. CONCLUSION

The application of Flipped Classroom in the current curriculum development, especially in English learning, by integrating digital technology is one of the innovative approaches and supports the transformation of education in the digital era. This method, which reverses the traditional structure of learning, also makes student centered learning, which places students in the classroom as the center of the teaching and learning process. By utilizing technology such as learning videos, learning management systems, and interactive applications. In addition to improving digital literacy, flexible, inclusive learning, this approach also makes students more active, trains critical thinking skills and develops language skills effectively. All of this is very relevant and in line with the concept and objectives of the Kurikulum Merdeka.

The Flipped Classroom approach is in line with the characteristics and objectives of the Kurikulum Merdeka. The Flipped Classroom approach is highly compatible with the Kurikulum Merdeka because it supports flexible, active, project-based, Profil Pancasila forming and student-centered learning. In addition, this approach encourages the use of technology and independent learning that is relevant to the demands of the digital era. The implementation of the Flipped Classroom can be an effective strategy to achieve the objectives of the Kurikulum Merdeka while improving the quality of education.

A well-thought-out learning design with optimal technology integration, the implementation of Flipped Classroom can be an effective learning strategy and

method to improve the quality of English learning. This model supports deeper language acquisition and mastery, as well as encourages students' active, critical thinking and collaborative skills. Therefore, Flipped Classroom is a relevant approach and as a learning solution in the digital era while supporting the successful implementation of Kurikulum Merdeka in Indonesia.

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