

**PERSEPSI GURU TERHADAP FLIPPED CLASSROOM DALAM PENGAJARAN
BAHASA INGGRIS**

***TEACHERS' PERCEPTIONS OF THE FLIPPED CLASSROOM IN ENGLISH
LANGUAGE TEACHING***

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ABSTRACT

This study explores teachers' perceptions of the Flipped Classroom in English Language Teaching in an Indonesian educational setting. It examines teachers' understanding of the concept, their implementation experiences, and their reflections on its usefulness in classroom learning. The study employed a qualitative design using classroom observations and semi-structured interviews involving three English teachers who met the study criteria. Eight classroom meetings were observed to examine how the approach was implemented in practice. The findings show that teachers understood the basic principles of the Flipped Classroom, particularly the provision of learning materials before classroom meetings and the use of classroom time for interaction, practice, discussion, and feedback. Teachers generally perceived the model positively and believed that it could increase student interest, participation, interaction, and learning opportunities. However, positive perceptions did not always correspond to complete practical mastery. Some teachers still required tutorials and additional guidance when using digital tools and organizing flipped learning activities. The findings indicate that teacher understanding and practical readiness are important for effective implementation. Professional development, adequate digital infrastructure, and continuous pedagogical support are therefore necessary to strengthen the implementation of the Flipped Classroom in English Language Teaching.

Keywords: *flipped classroom; teacher perception; English language teaching; technology-enhanced learning; teacher readiness*

ABSTRAK

Penelitian ini mengeksplorasi persepsi guru terhadap Flipped Classroom dalam pengajaran Bahasa Inggris di lingkungan pendidikan Indonesia. Penelitian ini mengkaji pemahaman guru terhadap konsep tersebut, pengalaman penerapannya, serta refleksi mengenai kegunaannya dalam pembelajaran di kelas. Penelitian menggunakan desain kualitatif melalui observasi kelas dan wawancara semi-terstruktur yang melibatkan tiga guru Bahasa Inggris yang memenuhi kriteria penelitian. Sebanyak delapan pertemuan pembelajaran diobservasi untuk melihat penerapan pendekatan tersebut dalam praktik. Hasil penelitian menunjukkan bahwa guru memahami prinsip dasar Flipped Classroom, khususnya penyediaan materi sebelum pertemuan kelas dan pemanfaatan waktu kelas untuk interaksi, praktik, diskusi, dan umpan balik. Guru pada umumnya memiliki persepsi positif dan meyakini bahwa model ini dapat meningkatkan minat, partisipasi, interaksi, dan kesempatan belajar siswa. Namun, persepsi positif tidak selalu menunjukkan penguasaan praktis secara menyeluruh. Beberapa guru masih memerlukan tutorial dan panduan tambahan dalam menggunakan teknologi digital dan mengorganisasi kegiatan pembelajaran flipped. Temuan menunjukkan bahwa pemahaman dan kesiapan praktis guru penting bagi penerapan yang efektif. Oleh karena itu, pengembangan profesional, infrastruktur digital yang memadai, dan dukungan pedagogis berkelanjutan diperlukan untuk memperkuat penerapan Flipped Classroom dalam pengajaran Bahasa Inggris.

Kata Kunci: *flipped classroom; persepsi guru; pengajaran bahasa Inggris; pembelajaran berbasis teknologi; kesiapan guru*

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INRODUCTION

English Language Teaching has increasingly been influenced by digital technology. Online learning environments enable teachers to distribute instructional materials, communicate with students, provide assignments, and offer feedback beyond conventional classroom meetings. These developments have also encouraged teachers to reconsider how classroom time can be used more effectively. Rather than spending most classroom meetings delivering explanations, teachers can provide selected learning materials before class and use face-to-face meetings for interaction, practice, discussion, and feedback.

One instructional approach associated with this development is the Flipped Classroom. The approach reorganizes the sequence of learning activities by moving selected instructional content outside the classroom and using classroom time for active learning. Baker (2000) described the classroom flip as an approach supported by web-based learning tools that allows teachers to move from primarily delivering information toward guiding students. Bergmann and Sams (2012) later popularized the approach through instructional materials that students could access before classroom meetings. The essential characteristic of the Flipped Classroom, however, is not merely the use of technology or video materials, but the purposeful redistribution of learning activities between pre-class and in-class settings.

The implementation of the Flipped Classroom depends strongly on teachers. Teachers determine what students should study before class, how students should prepare, what activities should be conducted during classroom meetings, and how learning will be monitored and evaluated. Teachers also need to select appropriate technology and ensure that digital tools support clear pedagogical objectives. Therefore, teachers' perceptions are important because they influence how the model is understood and implemented in practice.

Previous studies have investigated the Flipped Classroom from different perspectives, including student engagement, learning experiences, achievement, and language learning outcomes. Bond (2020) showed that flipped learning can support student engagement in K–12 settings, while Zainuddin and Halili (2016) identified the growing use of the approach across different fields. In English language education, the model is relevant because students need repeated exposure, active practice, interaction, and feedback. Ekmekci (2017) and Engin (2014) also demonstrated the relevance of flipped approaches to second-language writing instruction. These studies suggest that instructional design and teacher facilitation remain central to the effectiveness of flipped learning.

The wider research underlying this article examined several dimensions of flipped classroom learning, including teachers' perceptions, implementation, student engagement, student perceptions, and learning outcomes. The present article narrows the discussion to teachers' perceptions in order to provide a focused examination of how teachers understood and experienced the Flipped Classroom in English Language Teaching. The study specifically considers teachers' understanding of the model, their experiences in implementing it, their perceptions of student engagement and interaction, and the challenges they encountered.

The study addresses the possibility that teachers may understand the general principles of flipped learning while still experiencing difficulties in applying those principles consistently. This relationship is important because positive attitudes or theoretical knowledge alone may not ensure effective classroom implementation. Accordingly, the study was guided by the following question: How do teachers perceive the Flipped Classroom in English Language Teaching? The objective was to describe and interpret teachers' perceptions and to identify factors that supported or constrained their practical implementation of the model. The findings are expected to contribute to the development of English language education by emphasizing teacher readiness as an important condition for technology-supported pedagogical innovation.

METHOD

This study employed a qualitative research design because its purpose was to understand and interpret teachers' perceptions and experiences within their natural instructional setting. The study focused on teachers' explanations, classroom practices, and reflections rather than reducing their perceptions to numerical measurements.

The wider research was conducted in an Indonesian modern boarding school and involved five teachers and 25 Grade XI students. For the teacher-perception component reported in this article, three English teachers who met the study criteria provided the primary perception evidence. The participants were involved in English learning activities supported by a flipped classroom approach. The findings are interpreted within the context of the participants and research setting and are not intended to represent all English teachers.

Data were collected through non-participant classroom observation and semi-structured interviews. Eight classroom meetings, each lasting approximately 90 minutes, were observed. The researcher used an observation checklist and field notes to document teacher and student activities, classroom interaction, learning events, and the practical implementation of the Flipped Classroom. Audio-video recording was also used to document relevant teaching and learning activities.

Semi-structured interviews were conducted to obtain teachers' explanations and reflections. The interview questions addressed teachers' understanding of the Flipped Classroom, their experiences of using the model, their observations of student participation and interaction, and the challenges they encountered during implementation. The combination of observation and interview data was intended to connect what teachers reported with what occurred during classroom practice.

Data were analyzed using an interactive process of data reduction, data display, and conclusion drawing following Miles, Huberman, and Saldaña (2014). Observation notes and interview data were reviewed and organized according to recurring themes. The analysis focused on teachers' understanding of the Flipped Classroom, perceptions of technology, perceptions of student engagement and interaction, and practical challenges. Data from observation and interviews were compared to strengthen the interpretation through source triangulation.

RESEARCH METHOD

Teachers' Understanding of the Flipped Classroom

The findings indicate that the teachers understood the basic principles of the Flipped Classroom. Their understanding involved the provision of learning materials before classroom meetings and the use of classroom time for interaction, practice, discussion, and teacher guidance. Teachers recognized that flipped learning involved a change in the sequence of instructional activities: students were expected to access selected materials before class, while classroom meetings were used for more active forms of learning. This understanding was developed through training and practical experience. The finding supports the view that teacher understanding is an important condition for implementation because teachers need to understand not only what the Flipped Classroom is, but also why pre-class preparation should be connected to meaningful classroom activities.

Teachers' Perceptions of the Role of Technology

Technology was an important part of teachers' perceptions. In the study setting, the E-Learning Pesantren IMMIM application supported the distribution of learning materials, communication, assignments, and feedback. Teachers generally viewed technology as useful for supporting learning and perceived that digital tools could increase students' interest in the learning process. However, the findings also show that positive perceptions of technology did not automatically correspond to complete technological competence. Some teachers still required tutorials or additional guidance when using particular features and organizing digital learning activities. This finding is consistent with the argument that technology must be connected with clear pedagogical objectives rather than treated as an end in itself (Milman, 2012).

Teachers' Perceptions of Student Engagement

Teachers generally perceived the Flipped Classroom as beneficial for student engagement. They observed that students showed interest in learning materials and participated more actively in classroom activities. The availability of materials before class created opportunities for students to encounter content in advance, allowing classroom time to be used for questions, practice, discussion, and assistance. Teachers also perceived that students had more opportunities to participate because classroom meetings were not dominated entirely by teacher explanations. This finding corresponds with previous research showing that flipped learning can support engagement when instructional activities are carefully designed (Bond, 2020; Awidi & Paynter, 2019). Nevertheless, the benefits depended on implementation quality; simply providing digital materials before class was not sufficient to ensure meaningful participation.

Teachers' Perceptions of Classroom Interaction

Interaction was another important aspect of teachers' perceptions. Teachers generally viewed the Flipped Classroom as providing greater opportunities for interaction than conventional teacher-centered instruction. When selected materials were provided before class, teachers could spend more classroom time monitoring students, responding to questions, and providing assistance. This change is particularly relevant to English Language Teaching because language learning requires opportunities for communication, practice, clarification, and feedback. Similar studies have emphasized that the value of the approach lies in how classroom time is reorganized for active learning rather than in the use of technology alone (Zainuddin & Halili, 2016). However, increased interaction requires careful instructional design. Teachers need to prepare tasks that encourage students to apply what they have studied before class.

Practical Challenges and Teacher Readiness

Although teachers generally perceived the Flipped Classroom positively, the findings show that theoretical understanding did not always correspond to complete practical mastery. The main issue was not rejection of the model, but the need for additional support to apply it consistently. Teachers sometimes required tutorials and guidance when using technology and organizing flipped learning procedures. This finding demonstrates that teacher development involves both conceptual understanding and practical competence. Professional development should therefore combine pedagogical and technological support. Training should not focus only on explaining the concept of the Flipped Classroom; teachers also need practical experience in preparing pre-class materials, designing active classroom activities, monitoring student preparation, and providing feedback. The findings also support the broader literature indicating that implementation quality depends on the relationship between teacher readiness, instructional design, and the learning environment (Zainuddin & Halili, 2016; Bond, 2020).

CONCLUSION AND RECOMMENDATIONS

This study explored teachers' perceptions of the Flipped Classroom in English Language Teaching. The findings indicate that teachers understood the basic principles of the approach and generally perceived it as a useful instructional model. They recognized the importance of providing selected learning materials before classroom meetings and using classroom time for interaction, practice, discussion, and feedback. Teachers also perceived positive changes in student interest, participation, interaction, and learning opportunities.

However, positive perceptions did not always correspond to complete practical mastery. Some teachers still required tutorials and additional guidance when using digital tools and organizing flipped learning activities. The findings therefore highlight teacher understanding and practical readiness as important conditions for effective implementation.

It is recommended that schools and educational institutions provide continuous professional development that integrates pedagogical planning with technological competence. Teachers need practical support in designing pre-class materials, organizing meaningful classroom activities, monitoring student preparation, and providing feedback. Future research may involve teachers from multiple institutions and educational levels to examine how professional development influences teacher readiness and the consistency of flipped classroom implementation.

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