

Students' Perception And Belief In Learning Habit Transformation Through Flipped-Learning Platform

Sitti Sahraeny¹ Noer Jihad Saleh² M.Amir P.³ Abidin⁴

^{1,2,3,4}Universitas Hasanuddin

Corresponding Author: sitti.sahraeny@unhas.ac.id

Abstract

The present study examines the implementation of Flipped learning model (FLM) and its impact on EFL tertiary learners' learning habit transformation. The main purpose is to address the extent to which how Flipped model bridges the learners to become autonomous, empowered and productive EFL learners especially in their listening and speaking skills. The primary data were mainly gathered from students' learning reflection journal. The secondary data were concerned with learners' perception on the implementation of Flipped learning model (FLM) in the classroom in 2023. The data were analyzed by means of both quantitative and qualitative interpretative paradigms and thematic analysis. The findings confirm that FLM nurtured students to become effective, autonomous, confident and productive that transform them to an independent learners. Besides, data analysis also confirm that flipped learning improved quality of interaction and collaboration between themselves and lecturers. The findings support the previous studies that confirm the strengthening of students' language learning motivation and responsibility. The findings provides significant pedagogical contribution to EFL classroom practices that require teaching practitioners to constantly aware of the importance of more flexible, convenient and independent teaching platform. It is essential that future studies of this kind include more research variables and extension of samples in order to come up with more reliable findings that can represent all contexts of Indonesian tertiary education.

Key words: flipped, independent, examine, autonomy, tertiary

1. INTRODUCTION

Validity of the speaking and listening performance of undergraduate tertiary learners and its importance in the world of global job competition has gathered momentum in the last couple of years. Over the years, English language teaching and learning in Indonesian tertiary education has improved as an impact of the development of science and technology in language teaching such as internet and videos. This wave of development penetrates the entrance to global competitiveness that requires EFL learners to have sufficient speaking and listening performance. However, the apparent under performance of majority of tertiary students has raised questions about effectiveness of teaching productive and receptive skills at tertiary level. While projecting possibilities of having a multi-standard English proficiency required to meet the challenges of future employment, it is essential to promote flipped teaching as an alternative choice that encourage learners to have control on their own learning management. The necessity of promoting flipped teaching was based on the apparent under performance of alumnae that were not successful in seeking employment after a long period of being nurtured in traditional method. The apparent status of language teaching routine does not seem to provide significant impact on the improvement of learners' poor standard of EFL performance particularly in achieving required standard TOEFL score as initial requirement for engaging in overseas education opportunity.

Teaching and learning English has been the center of attention in education in Indonesia. It is one of the major courses in all school levels and in local as well as national testing system for both admission and graduation. It is also one of the essential subjects for university admission test. This fact significantly indicates the importance of English language in Indonesia and it leads to the demand of providing various creative and innovative ways to the classroom to ensure that the students can achieve certain knowledge and skills in English. The very recent teaching-learning methods promoted into the English classes are flipped learning model (FLM) that integrates the use of technology and independent learning concept or student-centered learning (SCL) in the learning process,

along with changing the sequences of learning processes.

The Flipped classroom model is the learning process that replace the direct classroom instruction or input with video that functions mainly to provide prior knowledge to students that gradually enable them to involve actively with the teacher inside the classroom (Bergman and Sam, 2012). Recently, the sources of learning are available abundantly from trusted internet sites and printed materials to support teachers to provide prior to-classroom independent learning activities. Scholars around the world have advocated that flipped model provides a milestone to future education that accommodates different setting and cultures.

The major differences between this FLM and other conventional methods is firstly the integration of technology in both on-site and online classroom should be transparently included as an important part of the syllabus and lesson plan. Secondly, the learning process is not started with transferring knowledge from teacher to student or providing input to students at the beginning of the lesson or new topic, instead, the students are facilitated and encouraged to actively searching for information from various sources about particular topic that will lead them to acquire certain targeted learning output. These learning experience done by the students prior to the classroom activity is then used by the teacher to facilitate the students to understand the concept and other related knowledge and skills to achieve. Therefore, designing lesson plan to facilitate students with learning experience outside of the classroom and bridging the students' prior learning experience to the planned targeted output are the biggest challenges for the teacher.

Schaffhausen (2021) conducted a research on education prediction for 2021 that explained that the trend in education starting 2021 is that "teachers will be subject-matter experts who other teachers feature in video mix-tapes and that parents will follow to support their students." The video in FLM is expected to provide "low-stakes feedback through the video, recorded video will move onto the main stage, video lessons will become serialized and broken down into predictable chunks, camera-off will be OK for students, and audio-off will be OK for teachers, and the wall of text will come down."

In a flipped classroom, students typically encounter new material outside of class, before they meet with their instructor. This is often accomplished through videos, reading assignments, or other digital resources that present the foundational concepts of the lesson. The idea is that when students come to class, they already have a basic understanding of the material and can engage in more complex, interactive activities. These in-class activities can range from collaborative problem-solving and peer discussions to hands-on projects and real-world applications of the concepts learned. This process allows teachers to devote classroom time to reinforcing understanding, clarifying misconceptions, and providing individualized support. The focus shifts from passive reception of information to active learning and application, with students assuming a more prominent role in their educational journey.

2. LITERATURE REVIEW

David C.D. van Alten, Chris Phielix, Jeroen Janssen, Liesbeth Kester (2019) wrote "**Effects of flipping the classroom on learning outcomes and satisfaction_ A meta-analysis**". The meta-analysis by David C.D. van Alten and colleagues aimed to synthesize the existing research on the effects of flipped classrooms (FTC) on learning outcomes and student satisfaction in secondary and post-secondary education. The study sought to provide a quantitative overview of FTC's effectiveness compared to traditional classrooms, addressing the growing popularity of this pedagogical approach. The authors also aimed to identify instructional design characteristics that could explain the variability in FTC's effects, offering insights for evidence-informed application of FTC. The theoretical framework underpinning the study draws from educational psychology, particularly cognitivist perspectives on learning. The authors highlight that traditional lectures may limit student engagement and active knowledge construction. FTC, by delivering instruction before class, allows class time to be used for active learning, where students apply knowledge with teacher guidance. This approach aligns with the idea that learning occurs when learners actively generate meaning rather than passively receiving information. The study also considers self-determination theory, suggesting that FTC can satisfy students' needs for competence, autonomy,

and relatedness, thereby increasing motivation. The study employed a meta-analysis methodology, quantitatively synthesizing results from 114 studies that compared flipped classrooms with traditional classrooms. The meta-analysis found that students in flipped classrooms achieved significantly higher assessed learning outcomes than those in traditional classrooms. However, no significant effect was found on student satisfaction. Moderator analyses revealed that flipped classrooms where face-to-face time was not reduced and where quizzes were added led to higher learning outcomes. The study also indicated a trend toward higher student satisfaction in flipped classrooms that included lecture activities. The findings suggest that FTC can effectively improve assessed learning outcomes, but its success depends on careful design and implementation. Maintaining face-to-face time and incorporating quizzes are critical features for maximizing the benefits of FTC. Further research is needed to explore other factors that may influence the effectiveness of FTC and explain the heterogeneity in its effects. Despite its limitations, this meta-analysis provides valuable insights for educators, policymakers, and researchers interested in implementing and studying flipped classrooms. The researchers concluded that FTC is a promising pedagogical approach when appropriately designed, with careful attention to instructional design characteristics. Another important documentation is undertaken by Fang Li (2022) studied **“The Impact of the Flipped Classroom Teaching Model on EFL Learners’ Language Learning: Positive Changes in Learning Attitudes, Perceptions and Performance.”** The primary objective of the study is to investigate the effectiveness of the flipped classroom teaching model on college English as a Foreign Language (EFL) learners, focusing on their language learning attitudes, perceptions, and performance and to provide valuable insights and practical references for college EFL educators to enhance their teaching practices. This involves a comprehensive analysis of how this innovative teaching approach influences students' overall learning experience, including their willingness to engage with the material, their beliefs about their own abilities, and their actual achievements in language acquisition. The study seeks to determine whether the flipped classroom model can address the evolving needs of modern EFL learners, who often require more interactive and student-centered learning environments. By examining these aspects, the research aims to provide a holistic understanding of the impact of the flipped classroom on EFL education. The flipped classroom model is deeply rooted in the Constructivist approach to teaching and learning, which stands in stark contrast to traditional teacher-centered methods. The theoretical framework used are Constructivism, active learning, and technology integration. The study involved a total of 72 students who were enrolled in two classes of Artificial Intelligent major at a Chinese public college from the 2021 cohort to ensure that all participants had similar levels of exposure to the college's academic environment and resources. The research employed a mixed-methods approach, which combined quantitative and qualitative data collection and analysis techniques. Pre-tests and post-tests were administered to both the Experimental Group (EG) and the Control Group (CG) to measure their English language ability improvement throughout the study. These tests were designed to assess students' skills in various aspects of language learning, such as reading, writing, listening, and speaking. In addition, the experimental group participated in a Flipped Classroom Evaluation Survey and Interview to investigate their satisfaction with the flipped classroom model. The study's findings revealed that the experimental group (EG), which utilized the flipped classroom model, demonstrated a significant improvement in post-test scores when compared to the control group (CG), which received traditional instruction. This suggests that the flipped classroom approach is more effective in promoting language acquisition and improving learning outcomes than traditional methods. The improved performance of the experimental group may be attributed to the increased engagement, active learning, and personalized feedback that are characteristic of the flipped classroom model.

Another current documentation with reference to Siros Izadpanah (2022) on **“The Impact of Flipped Teaching on EFL Students’ Academic Resilience, Self-Directed Learning, and Learners’ Autonomy”** aimed to investigate the impact of Flipped Teaching (FT) on English as a Foreign Language (EFL) students' academic resilience (AR), self-directed learning (SDL), and learner autonomy (LA). The research sought to address the increasing need for academic skills in students, given the rapid advancements in technology and the perceived limitations of traditional teaching methods. The central argument is that flipped teaching, by integrating technology and

shifting the learning environment, can positively influence these key academic skills. The theoretical fundament as the bases of the research are: Flipped Learning (FL), Academic Resilience (AR), Self-Directed Learning (SDL), Learner Autonomy (LA) based on Vygotsky's sociocultural theory. Data were collected using three standardized questionnaires: Academic Resilience Questionnaire: Adapted from Samuels (2004), this questionnaire assessed students' communication skills, future and problem-oriented orientation, and positivity, comprising 55 items on a five-point Likert scale. Self-Directed Learning Questionnaire: Based on Fisher et al. (2001), this 40-item questionnaire measured self-control, willingness to learn, and self-management. Learner Autonomy Questionnaire: Derived from Zhang and Li (2004), this questionnaire consisted of 21 items assessing learner autonomy through Likert-scale and multiple-choice questions. The results of the study indicated that flipped teaching had a significant positive effect on EFL students' academic resilience, self-directed learning, and learner autonomy. The study suggests several implications for pedagogical implementation: first, school should support teachers to attend teacher training on new teaching strategies, including flipped teaching, to equip them with the skills and knowledge necessary to effectively implement flipped learning in their classrooms; second, schools should allocate resources to support flipped teaching, such as providing access to technology and creating libraries with materials on flipped education, academic resilience, self-directed learning, and learner autonomy; third, teachers should create a positive psychological atmosphere in the classroom to encourage student participation and engagement. This can involve fostering a sense of trust, respect, and collaboration among students; fourth, teachers can act as guides and facilitators, engaging students actively and creatively in the subject matter to promote active and interactive learning environments; and lastly, providing pre-class content and activities makes students responsible for their learning and reduces wasted time in traditional education. This approach encourages students to research and learn the subject at their own pace.

Lastly, **Shafiee Yakob, Rosmawijah Jawawi, Masitah Shahrill*, Jainatul Halida Jaidin** (2023) conducted a research on **"The Effects of Flipped Classroom in English Language Communicative Skills."** The primary objective of the study is to investigate the effectiveness of the Flipped Classroom model in enhancing the speaking skills of English language learners in a communicative class and to explore the students' perceptions of this approach regarding their learning experience. The study seeks to determine if the flipped classroom approach can improve students' communication skills and to understand their attitudes toward this pedagogical method. This involves assessing improvements in students' post-test scores and gathering qualitative data on their experiences with the flipped classroom. The research also aims to address issues such as student engagement and achievement in English language learning, particularly in the context of Vietnam. By examining these aspects, the study intends to provide insights into the potential benefits and challenges of implementing the flipped classroom model in English language education. The study is grounded in the theoretical framework of social constructivism that encourages students to build their knowledge through social interactions, discussions, and collaborative activities. The research methodology employed in this study is action research. This approach involves a systematic analysis conducted by teacher researchers to improve teaching practices and student outcomes. The study adapted Crane and Richardsons' (2008) action research cycle, which begins with identifying a problem, planning an intervention, implementing the plan, and evaluating the results. The participants in this study were eight adult learners enrolled in a Professional Communication in English (PCE) course. Data was collected using three primary instruments: class observations during the intervention phase, pre- and post-tests to measure students' speaking skills before and after the intervention, and semi-structured interviews to gather students' perceptions of the flipped classroom approach. The findings of the study suggest that the flipped classroom approach is effective in enhancing English communicative skills among the students. There was a noted improvement in the students' post-test scores compared to their pre-test scores, indicating an increase in their speaking skills. Students reported that the flipped classroom model helped them become more confident in presenting ideas during class activities and improved their English proficiency. They also appreciated the opportunity to engage in active learning through discussions, role-plays, and debates. The students felt more responsible for their learning, as the approach encouraged them to prepare before class and actively participate

in the learning process. The study also found that students valued the feedback provided by the teacher and the materials prepared for them. However, some students indicated a preference for reading PDF notes over watching videos due to the length of the videos. Additionally, internet connection problems were a recurring issue during online class activities. Despite these challenges, the overall attitude towards the flipped classroom was positive.

3. METHODS

The research design of the present study was set up to account for mixed research method. The design was set up in such a way to comply with limited number of samples to ensure the homogeneity. Homogeneity of the samples provides a more reliable and valid data and as such provides a more promising findings. Eight (8) weeks consisted of sixteen (16) learning sessions were utilized to perform flipped-based teaching by allowing the selected samples to perform independent assignments at home. Pre-Test and Post-Test in the form of speaking test were performed prior to and after the actual flipped learning to obtain actual speaking performance of each of the samples. The research design was divided into two- the quantitative and qualitative. The former is utilized to gain the data about the progress of students by means of a close-ended questionnaire using Likert scale to obtain students' perception on the implementation of FLM in the classroom. This quantitative data were collected at the end of the semester. The latter is used through an open ended questionnaire to get the data about students' learning reflection on their learning habit transformation prior to and post implementation of Flipped Learning Model (FLM). To obtain the qualitative data, two different questionnaires were distributed. The first before implementation to obtain data about students' prior learning experience and the second after the implementation of FLM to get data about learning experience after the FLM method. Data were then analyzed by means of interpretative paradigm and thematic analysis based on Braun and Clarke (2006) qualitative analysis method. The selected samples (N=7) were the freshman students who were taking Listening and Speaking course in English Department of Faculty of Cultural Science of Universitas Hasanuddin in Indonesia. During the first half of the semester (Weeks 1-8) they were taught in the regular teaching method that rely mostly on a single textbook designed intentionally for Listening and Speaking course. The FLM was implemented during the second half of the semester (Week 9-16) using authentic materials from Podcast (Voice of America Podcast) and YouTube (Ted Talks videos).

4. DISCUSSION OF FINDINGS

The discussion of findings is in reference to responses of selected samples (N=7) as recorded based on the close-ended and open-ended questionnaires. The findings reflect the prevalence of learning preferences, actual constraints as well as expected learning context with reference to research variables that include, learning habit before, during and after the flipped learning, the perceived benefit during and after the flipped learning. Each of this research variable is subsequently addressed as follows:

4.1. Students' Learning Habits Prior to the Application of FLM

Q1: How was your learning habit before studying in university?

S1: Before going to university my learning habit is kinda mess up, i study exactly if there is any assignment is due, and if there is an exam is coming up.

S2: Before studying in university i only study when i got homework from my teacher and the night before exam

S3: When I was in high school I only study the night before exam and I really don't know about English before.

S4: During high school, I rarely studied the lessons I learned in class once I was home. My approach to learning was largely confined to the school environment, while my time at home was primarily dedicated to relaxation and leisure activities.

S5: I had mixed learning habits before joining university. Even though I mostly focus on things related to school subjects, my parents would still try to make me join courses outside school hours just so I can keep improving my grades. However, one thing I noticed is that learning habits like that doesn't quite really work for me since I prefer to study in an auto-didactic way. When I play games, or rather when I have fun and the subject I am learning is up to my passion, I believe I can excel in that

particular field.

S6: I learn only from school education.

S7: I did not have access to digital learning

Q2: How was your learning habit in Listening & Speaking until week 8 in English Department?

S1: My listening and Speaking until week 8, is improving significantly and i spend a lot more time studying the material that has been given

S2: My learning habit getting a little bit better because i study hard to get a good score. S3: During my 8 weeks of studying listening and speaking I studied hard until midnight with my friends because I can't speak English before so I study hard to know about English.

S4: I'd say I began to take initiative in my learning, practicing speaking whenever I had the opportunity. I became more motivated to improve my speaking skills after observing the strong proficiency of my friends, which pushed me to focus on speaking more accurately and confidently.

S5: My learning habit for Listening & Speaking Class from Week 1 to 8 is basically just training myself to answer questions included on the textbook as we are ordered to do. More than that not, the answer is exact and concrete, not allowing us to make additional or creative answers unrelated to the textbook. This, of course, is kind of pressing for us students, but is taught us to think logically in a way.

S6: I got it on campus from the course and assignments given.

S7: My learning habit for Listening & Speaking Class from Week 1 to 8 is basically just training myself to answer questions included on the textbook as we are ordered to do. More than that not, the answer is exact and concrete, not allowing us to make additional or creative answers unrelated to the textbook. This, of course, is kind of pressing for us students, but is taught us to think logically in a way.

As it is apparent from responding to two interview questions, the samples have genuinely advocated a range of learning habits such as disorganized learning, instant learning preparation as well insufficient skills in English. This implies that learning habits before formal instruction were unsupported in the process of nurturing language acquisition especially for some of the samples. This is then becoming evident that the selected samples require formal and structured teaching program as a milestone for alleviating this unsupportive learning attitudes. The samples' responses regarding receptive skill also suggests that institutional pedagogy even only after half a semester leads to improved reception despite emergence of speculative and transactional learning just to prepare for exam and improvement of score. The finding provides a more reliable information that learners engage in monotonous techniques and methods did not offer productive results. This claim is supported by the students' responses from what they perceived after half of the semester (week 8) who seemed to have inclination to study without purpose and expectation. In other words, the responses provide substantial evidence that the selected samples require serious engagement in a structured teaching platform.

4.2. Students' Learning Habit after the Application of FLM

Q1: What do you think of your learning habit after experiencing the FLIPPED- LEARNING Model during weeks 9-16 in Listening & Speaking Course?

S1: I think, the flipped blended learning is kind a new to me, because this is the first time, so i think it's just a new way to learn. My learning habit is improving in a good way

S2: My learning habit getting better and better because i got a lot of assignment that improve my speaking and listening skills.

S3 : During this week there was many assignment that required me to work together with other friends, so I felt that I had to be able to know more about how to speak English well and this also trained my confidence in speaking English, even if only a little

S4. i think that the learning habit is effective since it requires us to be active both in class and outside of the class.

S5: I think I tried something new that I never felt. From this learning model I feel the discussion model is quite good.

S6: I think my learning habits have stayed pretty solid, and with the FLIPPED LEARNING model, my engagement in the course has significantly increased. The mix of preparing on my own and then doing more interactive activities in class, especially during offline weeks, has made learning more dynamic and enjoyable.

S7: My learning habit from then on is progressively increasing since FLIPPED LEARNING taught me that whatever amount of progress we've made to study certain things will certainly be reflected during presentation, and it doesn't matter in what way we're learning things. In short, things are easier to learn if it makes us happy. 1) It is true that I did have more confidence during online classes since I can deliberately look away from the audience and instead focus more on what I have to say, but it lacks authentic feedback on lecturer's part since the lecturer can't fully and freely supervise students in case of online classes. 2) Constructive feedback are easier to obtain in offline classes compared to online classes since the lecturer can judge students based on various criteria, such as posture, body movements, pitch, volume of voice when giving speech, or even things as miniscule as gaze. From so many criterions to be judged, the lecturer can give a more precise feedback and proper encouragement to students so that they know on which field they have to improve.

Q2: Do you think there were benefits of having FLIPPED Learning during week 9-16? Explain or give example of your answer.

S1: I think there is some development in my independent learning skills, such as build a deeper sense from the material of the topics, learn at my own pace, and catch up more easily for the task

S2: Yes by flipped learning I'm getting more confident to speak in English with my friend and teacher.

S3: Yes, the benefit I get is I can speak English well and I know how to speak even if it's still not that good.

S4: I think my learning habits have stayed solid, and with the flipped LEARNING Model, my engagement in the course has significantly increased. The mix of preparing on my own and then doing more interactive activities in class, especially during offline weeks, has made learning more dynamic and enjoyable.

S5: My learning habit from then on is progressively increasing since flipped LEARNING taught me that whatever amount of progress we've made to study certain things will certainly be reflected during presentation, and it doesn't matter in what way we're learning things. In short, things are easier to learn if it makes us happy.

S6: I think I tried something new that I never felt. From this leaning model I feel discussion model is quite good.

S7. I felt I have more confidence

The samples' varied responses confirm emergence of positive effect of flipped mode of learning in many aspects such as significant improvement of learning habit as a result of consolidated assignment. Range of personal attachment to this learning context is more evident in aspects such as improved independency and confidence as well as convenient engagement in a learning process. Overall, the finding confirms emergence of prevailing positive effect of flipped learning that accommodates different learning styles and preferences.

The samples' responses with reference to benefit during flipped learning demonstrate pervasive and imminent positive outcome with respect to learning curiosity as well as determination of clear learning pathways. More specifically, the flipped learning appears to have direct impact on linguistic performance such as improved proficiency as a result of constant and continuous speaking practices. In addition, some students were reported to have

improvement in areas of psychological benefit such as feeling of stress relieving as well as learning retention and flexibility. All of this supports the theory in language acquisition that claims success of learning development process under convenient psychological condition.

Q3: Do you think there have been benefits of the FLIPPED LEARNING experience until the recent time? (The end of the second semester)

S1: From my experience, the flipped learning model has offered significant benefits, enhancing my overall educational journey. By combining online and face-to-face instruction, it has allowed me to engage more deeply with the material, as I can review content at my own pace before class. This approach has also improved my interactions with teachers, as class time is now focused on addressing my specific questions and providing personalized support. Additionally, I've developed crucial skills like time management and self-directed learning, which I know will be valuable beyond the classroom. The flexibility of this model has made learning more accessible and adaptable, especially during disruptions like the COVID-19 pandemic.

S2: Yes, there still an effect on this learning until now.

S3: Yes, the benefit still effect until now because there some teachers still do flipped learning in our class.

S4: Yes, there have been lasting benefits from the FLM experience. One of the key impacts on my learning process is that It

has made me more eager to participate and responds actively in class. The model has helped me stay engaged and contribute more effectively during discussions, which has enhanced my overall involvement and learning experience.

S5: *The benefits I have personally gained until the recent time is that it gives me more patience in facing things when it doesn't go the way I would like it to be. For example, during the online class:*

1). *There are times when the internet connection drops so severely that every word said by participants became inaudible, and you would have no knowledge as to what had happened when you're asked something since you didn't hear anything.*

2). *There are times when I randomly disconnect from Zoom Meeting due to bad connection, and this can be very frustrating especially in the middle of the presentation.*

BLENDED Learning also taught me some lessons that we have to let our mind flow regardless of the situation going on with the audience that we must focus on what we have to say, so we can gain back the audience's focus.

S6: *FLM has been beneficial for me in several ways. I've found a more engaging, as I can spend class time actively participating in discussion and projects. It's also helped me learn better, as I can review materials at my own pace and personalized feedback. Plus, it's flexible, allowing me to learn from anywhere. Overall, FLM has been a positive experience for me.*

S7: *The benefits I have personally gained until the recent time is that it gives me more patience in facing things when it doesn't go the way I would like it to be. For example, during online classes: 1) There are times when the internet connection drops so severely that every word said by participants became inaudible, and you would have no knowledge as to what had happened when you're asked something since you didn't hear anything. 2) There are times when I randomly disconnect from the Zoom Meeting due to bad connection, and this can be very frustrating especially in the middle of a presentation. BLENDED Learning also taught me some lessons that we have to let our mind flow regardless of the situation going on with the audience, that we must focus on what we have to say, so we can gain back the audience's focus.*

Responses gained from interview regarding benefit after the flipped program demonstrate that flipped program leads to improvement in personal aspect such as styles of learning management, strengthening patience and empathy especially when things goes beyond expectation. Besides, it was reported that there is an increase in attention and participation as well as improved learning flexibility. Overall findings exhibit a strong inclination to engage in a learning program that include active participation in discussion that gradually leads student to become self-empowered and reduced degree of reliance on tailoring system that has characterized the traditional teaching mode.

CONCLUSION

The result of qualitative analysis demonstrate that FLM offers a more promising and rewarding classroom environment for EFL tertiary learners in a particular context. The prevalence of teaching and learning benefit is apparent in terms of productive and efficient learning time, improvement of learner-teacher independent interaction, enhancement of learning creativity and strengthening of learning styles and preferences. All of this contribute to the strengthening of task-based language teaching that theoretically empower language acquisition notably in the nurturing of productive and receptive skills, such as speaking and listening. The present findings are in line with the previous studies confirming that flipped learning not only provides learners with innovative technology but also indulge learners to engage in the spectrum of positive learning environment that gradually lead them to strengthen their language performance. The present findings, however, cannot be a reference to generalize all context of E-Learning in Indonesia. The findings bear pedagogical implication for EFL tertiary lecturers to become seriously aware of the importance of neglecting eclecticism regarding teaching material and use of technology. Future studies of this kind will need to take into account the homogeneity of samples, reliability of research instruments as well as critical literature review to enable the researcher to come up with research gaps and most current teaching innovation.

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