ABSTRACT

Timur, Saka. A. C. (2022). *Students' perception on flipped learning in English Language Education Study Program in Sanata Dharma University*. Yogyakarta: Universitas Sanata Dharma.

The flipped classroom is a new pedagogical style in which students watch a video from a lecturer and do the task as homework and active (always doing the lesson or task) group-based problem-solving activities in the classroom. A flipped learning is a sort of blended learning in which students study about topic at home and practice working through it during the class.

The approach has been found to promote general interaction between students and teachers by focusing on the learning process rather than the teaching process. The flipped classroom teaching model will carry the materials that match the lower levels of Bloom's taxonomy to be completed outside the classroom while reserving in-class time for higher-order levels, such as applying, analyzing, evaluating, and creating (See and Conry, 2014, p. 585). As a result, the teacher will provide direct feedback on misconceptions or information gaps in the classroom.

This study was aimed to investigate students' perceptions of the implementation of flipped learning approach. The researcher has developed two problems: (1) What are the students' perceptions of flipped learning? (2) How do the students perceive the Moodle for the flipped learning approach?

This research was adopted the quantitative paradigm. The researcher collected data through the survey approach. The researcher only used one instrument to collect data, a questionnaire. There were both closed-ended and open-ended questions on the questionnaire. The closed-ended questions were employed as the primary source of data by the researchers. Meanwhile, open-ended questions provided supporting data for a deeper study.

The findings on students' perceptions of the flipped learning approach and the use of moodle for flipped learning revealed that students had a positive perception. The mean score in the first finding was 34.1 points. The mean score in the second finding was 18.4 points. Lastly, the students had a positive perception toward the usage of flipped learning approach and the usage of Moodle for flipped learning approach.

Keywords: flipped learning, e-learning, Moodle, perception.

ABSTRAK

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Flipped Learning adalah gaya pedagogis baru di mana siswa menonton video dari dosen kemudian mengerjakan tugas sebagai pekerjaan rumah dan aktif dalam kegiatan pemecahan masalah berbasis kelompok di kelas. *Flipped learning* adalah semacam pembelajaran campuran (*blended learning*) di mana siswa belajar tentang topik di rumah dan berlatih mengerjakannya selama kelas.

Flipped learning telah ditemukan untuk meningkatkan interaksi umum antara siswa dan guru dengan berfokus pada proses pembelajaran daripada proses pengajaran. Model pengajaran *flipped learning* akan membawa materi yang sesuai dengan tingkatan taksonomi Bloom yang lebih rendah untuk diselesaikan di luar kelas, sembari menyisihkan waktu di kelas untuk tingkatan yang lebih tinggi, seperti menerapkan, menganalisis, mengevaluasi, dan mencipta (See and Conry, 2014, p. 585). Pada akhirnya, dosen akan memberikan masukan langsung pada miskonsepsi atau kesenjangan informasi di kelas.

Penelitian ini bertujuan untuk mengetahui persepsi siswa terhadap penerapan pendekatan *flipped learning*. Peneliti telah mengembangkan dua rumusan masalah untuk dipecahkan, yaitu: (1) Apa persepsi siswa tentang penggunaan *flipped learning*? (2) Bagaimana persepsi siswa terhadap *Moodle* untuk pendekatan *flipped learning*?

Penelitian ini bersifat kuantitatif. Peneliti mengumpulkan data melalui metode survei. Peneliti hanya menggunakan satu instrumen untuk mengumpulkan data yaitu kuesioner. Kuesioner terdiri dari pertanyaan *close-ended* dan *open-ended*. Pertanyaan *close-ended* digunakan sebagai sumber data utama oleh peneliti. Sementara itu, pertanyaan *open-ended* digunakan sebagai data pendukung untuk analisa yang mendalam

Temuan-temuan mengenai persepsi siswa terhadap penggunaan pendekatan *flipped learning* dan penggunaan *moodle* untuk *flipped learning* mengungkapkan bahwa siswa memiliki persepsi positif. Skor rata-rata dalam temuan pertama adalah 34,1 poin. Skor rata-rata pada temuan kedua adalah 18,4 poin. Kesimpulannya, siswa memiliki persepsi positif terhadap penggunaan pendekatan *flipped learning*, dan penggunaan *Moodle* untuk pendekatan pembelajaran *flipped learning*.
Keywords: flipped learning, e-learning, Moodle, perception.