

UKM TESL Students' Perceptions and Satisfaction on the Use of Flipped Classroom Approach

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ABSTRACT

The emergence of the internet and its widespread use are apparent, demanding more tech-savvy teaching methods implementation. The flipped classroom technique is one of the most recent technology-based teaching models. This research aims to identify students' (TESL Students of Faculty of Education, UKM) satisfaction levels and perceptions about learning through the flipped classroom approach. 100 respondents participated in this mixed method research through questionnaire and eight respondents were selected for semi-structured interview. The data analysis was conducted using SPSS. The results showed that generally, the respondents' feedback on satisfaction levels in learning when flipped classroom approach is implemented is proven to be positive with an overall mean score of 3.90. The data reveals that students perceive flipped classrooms as a beneficial teaching tool. Besides discussing implications, suggestions for future research in flipped classroom context have also been detailed.

Keywords: Flipped classroom, satisfaction level, perceptions, TESL students, teaching tool

1.0 INTRODUCTION

(Sarkar *et al.*, 2020) stated flipped classrooms as a pedagogical innovative teaching modality. In a flipped classroom students acquire introductory course topics outside of the classroom, while class time is devoted for active problem-based learning and practise exercises, according to the approach (Love *et al.*, 2014)The in-class learning activities that were designed in the flipped classroom was a successful way to engage students on a deeper level, increased the students' curiosity, and engaged them to develop higher-order thinking skills (HOTS) (Ansori & Nurun Nafi', 2022). The benefits of the flipped classroom method for both teachers and students make it worthwhile to use in the classroom (Kiang & Yunus, 2021).

Flipped classroom models are many such as mastery flip, traditional flip, and in-class flip. Mastery flip is an efficient model that could be practiced in teaching and learning. The use of mastery flip model encourages students to desire to research more information in a more participatory, relationship-rich setting. Flipped classroom provides students with a structured atmosphere in which they can succeed (Buchner, 2018). With reference to the traditional flip model, emphasizes homework where students watch video lectures before class; this task is intended with reference to traditional ed to introduce or preview the content students will require the following day (Brown, 2016). The in-class flip model provides a different option for flipping outside the classroom. Rather than giving direct teaching

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students may access from home, the actual flipped content is completed in the school through station rotation work (M. R. C. Ramírez, 2019). The station rotation is composed of three elements: a) online instruction, b) collaborative activities and stations, and c) teacher-led instruction.

Higher education institutions are paying more and more attention to the subject of how to raise student satisfaction (Bell, 2022) Thus, this research can answer this concern by outlining if flipped classroom is an effective pedagogical tool to enhance students satisfaction.

More research is needed in order to analyze if flipped classroom enhances students' satisfaction and academic results (Fadol *et al.*, 2018; Lopes & Soares, 2018) Past studies have found the flipped classroom approach to be effective in enhancing academic performance. Interestingly, several studies on collaborative learning (Salam & Farooq, 2020; Stover & Holland, 2018; Wengrowicz *et al.*, 2018) flipped classroom approach (Abdelshaheed, 2017; W. A. Alamri, 2018; Fisher *et al.*, 2017; Låg & Sæle, 2019) found that these learning approaches affect students' satisfaction in learning. Future scholars are urged to conduct more thorough literature evaluations that incorporate larger databases in order to close the gaps in work and increase the depth and scope understanding of this exciting pedagogy, flipped classroom (Kong *et al.*, 2024). The research sets to explore flipped classroom in terms of students' satisfaction and perceptions and contribute to existing literature.

The research aims to answer the following research objectives:

1. To identify students' satisfaction levels in flipped classroom approach
2. To explore students' perceptions on flipped classroom.

The following research questions serve as a guide to this study:

1. How satisfied are students in flipped classroom?
2. What are students' perceptions of flipped classroom used as a teaching tool?

The flipped classroom method is used in UKM as a teaching and learning tool among educators and learners. It has been used as it exposed learners to the topic prior to classroom teaching and learning. Few courses that are offered in UKM which adapted flipped classroom approaches are Social Media in Learning (SMILE), Teaching of literature: Reading the Word and the World and Teaching Writing Skills in the context of English as a second language. All the respondents took part in the research learned these subjects during their undergraduate days. Thus, they possess first-hand experience in flipped classroom.

2.0 METHODOLOGY

This research was conducted in a public higher learning institution located in Selangor, Malaysia. The location was selected as it was easily accessible. The research used a mixed method approach. The research adapts mixed method design as it uses triangulation of quantitative and qualitative data. Purposeful sampling was used and TESL UKM students were selected as the population. There are a few justifications for selecting TESL students from this varsity as the research population. Firstly, they were more easily accessible compared to students from a different higher learning institution or a different course. The sample is selected as the respondents involved were well exposed flipped classroom approach through a course subject.

The students' satisfaction levels in a flipped classroom was investigated through a 11-five-point Likert scaled item questionnaire. 100 respondents were involved to answer the questionnaire. Quantitative data provides narrow-angle lens; tests a specific hypotheses. (Apuke, 2017). This approach is also useful for respondents to express their views and identify their satisfaction levels in learning in a flipped classroom which could be verified and conveniently evaluated.

Close-ended questions were used as the instrument of this article. The questionnaires were divided into two different parts which were part 1 and part 2. Part 1 included close-ended questions on the demographic of the respondents. Part 2 was Likert-scale questions which are Strongly Disagree (SD), Disagree (D), Neutral (N), Agree (A), and Strongly Agree (SA) this part includes the questions on identifying students' satisfaction levels in a flipped classroom. The questionnaire used for this research were adapted based on the previous researcher, (Cabi 2018).

Moreover, a semi-structured interview has been conducted to explore perceptions of students towards the flipped classroom approach. A google form has been administered to all 100 respondents, asking for volunteers (volunteers were reminded that they should meet the criterion of having good understanding of flipped classroom) to participate in the semi-structured interview. Ten of them were interested to be interviewed, however only eight of them could make it due to their availability.

The questions used for the semi-structured interview is adapted from previous researcher (Alamri, 2019). Two questions were asked to the respondents : What are ways to learn the topics outside the classroom and What are the positive aspects of flipped classroom?

3.0 FINDINGS AND DISCUSSION

Students' Satisfaction Levels in Flipped Classroom Approach

The questionnaire is distributed to 100 respondents (n=100) to obtain the data to answer the first aim; to identify students' satisfaction levels in Flipped Classroom approach. The following table (Table 3.1) summarizes all responses in the form of means

Table 3.1 Students' Satisfaction Levels in Flipped Classroom Approach

Number	Items	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean
1	I was able to learn from the course materials in the flipped classroom.			15	60	25	4.1
2	I was stimulated to complete additional readings or research on topics discussed in the flipped classroom.		6	12	60	22	3.98
3	Discussions in the flipped classroom assisted me in understanding other points of view			15	49	36	4.21
4	As a result of my experience with flipped	3	3	31	41	22	3.76

Number	Items	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly Agree (%)	Mean
	classroom(s) in past, I would like to take another flipped classroom course in the future						
5	Flipped classroom was a useful learning experience.			21	52	27	4.06
6	I invested a great deal of effort to search about topics on the internet to increase my participation.			26	62	12	4.14
7	My level of learning that occurred in flipped classroom was of the highest quality		9	29	46	16	3.69
8	This flipped classroom course met my learning expectations		3	27	58	12	3.79
9	The flipped classroom helped me learn more than I would have if we had completed traditional lessons		9	40	31	20	3.62
10	The flipped classroom has improved my learning outcomes.		3	24	58	15	3.85
11	I found it easy to pace myself successfully through this flipped classroom		6	40	31	23	3.71
	Overall mean score						3.90

Generally, the respondents' feedback on students' satisfaction levels in learning when flipped classroom approach is implemented is proven to be positive with an overall mean score of 3.90. Based on Landell (1997) mean score interpretation, the mean values for all the items except item 9 on satisfaction levels in learning when flipped classroom approach is implemented can be interpreted with a high score of mean value.

It was found that the highest mean score ($M=4.21$) for students' satisfaction levels in a flipped classroom is for the item 'Discussions in the flipped classroom assisted me in understanding other points of view'. This is due to the fact that flipped classroom usually foster communication skills via online discussion. Flipped classroom is a common medium used in broadly in education this modern days. The trend of utilizing flipped classroom as a teaching and learning tool is rapidly broadening into education (Mohammed & Daham, 2020). Respondents' positive feedback highlights the efficiency and benefits of implementing flipped classroom. Flipped classroom is effective as the students began to see the teacher as a facilitator rather than an educator, boosting their confidence to ask more questions for a better understanding (Mohammed & Daham, 2020).

It was found that the highest mean score ($M=4.21$) for the abovementioned item indicates that respondents perceived that flipped classroom assisted and enhanced them understanding other's point of views via discussion. This finding is in line with previous literature that highlights discussion in a flipped classroom is beneficial (Hoover *et al.*, 2018 & Geist *et al.*, 2015). Peer discussions increases students'

understanding of the subject and developing their social and cognitive skills (M. M. Alamri, 2019). Furthermore, flipped classroom provides the chances to utilize social media such as WeChat to discuss and express students' ideas by participation (Du, 2018).

The sixth Item; "I invested a great deal of effort to search about topics on the internet to increase my participation" records high mean score ($M=4.14$). The findings reflect that flipped classroom opens up the chances for students to search for information to participate in classroom activities. The essential criterion of flipped classroom is active learning in small group classes derived from knowledge searching to be implemented in accordance to learning objectives (Jantakoon & Piriyaawong, 2018). However, the findings is in contrast with previous literature; several respondents notes that searching for information to complete assignments in flipped classroom is considered inconvenient (Alamri, 2019).

Moreover, the item "I was able to learn from the course materials in the flipped classroom", records a high mean score ($M=4.1$) as well. The mean score interprets that course materials used in flipped classroom can assist students in learning process. The high level of preference outlines the benefits of flipped classroom such as making use of exposure to engaging course materials or variety of course materials. Varieties of course materials such as digital lectures, videos, and reading materials are used to aid flipped classroom (Hoover *et al.*, 2018). Engaging pre-class materials play an important role to enhance discussion or group work in a flipped classroom (Pickering, 2017).

The statement 'The flipped classroom helped me learn more than I would have if we had completed traditional lessons', records the mean score of ($M=3.62$), relatively lowest compared to other items. Although, they could be many reasons causing this mean score, one of them might be due to the fact that students are so used to conventional teaching methods in the classroom. The finding of this research is line with previous research where students were either undecided or reported that they did not prefer a flipped classroom in place of regular lectures (Tomas *et al.*, 2019).

Furthermore, the item "My level of learning that occurred in flipped classroom was of the highest quality" records the second lower mean score ($M=3.69$). The findings reflect that students perceive flipped classroom has not affected their learning quality much. Previous studies highlight that students are concerned with quality of learning experience that flipped classroom is offering due to factors like 'free-riders; in group discussion and quality of group work (Hao, 2016; Şengel, 2016). However, the finding of the research is not parallel with previous literature, where the students revealed that they experience high quality of learning with effective peer discussion, online course materials and active learners in a flipped classroom (Alamri, 2019).

In addition, the mean score ($M=3.71$) for the item 'I found it easy to pace myself successfully through this flipped classroom', is relatively lower in comparison to mean scores of other items. The finding of the research reflects students do not really consider flipped classroom as a beneficial implementation to guide students in their own pace. However, past studies support that flipped classroom enables students to view and conceptualise key concepts and internalise them into more comprehensible portions at their own learning pace; providing enjoyable specific learning pace (Alamri, 2019; Gomez-lanier, 2018)

Respondents' positive perception towards use of flipped classroom is clearly visible via high mean score values recorded for most of the items in the findings. In reference to previous studies, generally, the flipped model in education yields positive academic outcomes (Akçayır & Akçayır, 2018; Mohammed & Daham, 2020). The trend of utilizing flipped classroom as a teaching and learning tool is rapidly broadening into education (Mohammed & Daham, 2020). The reasons that might lead to respondents' positive attitude towards flipped classroom in education might be due to potential benefits of flipped classroom. Although, most of the students show positive attitude towards flipped classroom, some might

not rank flipped classroom as highly preferred educational tool due to challenges in implementing it. The literature indicates that the flipped teaching paradigm offers both opportunities and challenges (Mohammed & Daham, 2020).

Students' Perceptions on Flipped Classroom

The students were asked on questions regarding their perceptions towards flipped classroom. A semi-structured interview was conducted via WhatsApp highlighting ways to learn the topic outside of the classroom and positive aspects of flipped classroom.

The students were asked on what they specifically did in order to learn the topics outside the classroom. Some (4 respondents) expressed that they prefer to watch videos on YouTube to learn outside the classroom. Moreover, students do report other techniques like watching video recordings and slides from lecturers, make jokes related to the topics, prepare engaging notes, refer to reading materials form internet and online quizzes. The following table (Table 4.4) highlights in detail on subthemes and codes emerged for the theme: ways to learn the topics outside the classroom.

Table 4.4 Ways to learn topics outside the classroom

Subthemes	Codes
YouTube	<p>"Since I am a visual learner, I would mostly search for YouTube videos regarding the topic I am learning as I find it easier to learn through watching videos."</p> <p>"I would look for and read online notes from reliable sources, as well as watch YouTube videos on specific topics."</p> <p>"I leaned best by watching videos from YouTube. So usually when I wanted to learn something new, topics non related to classroom, I will search on YouTube and watch the related information there."</p> <p>"...I will watch videos on YouTube."</p>
Video recordings and slides from lecturers	"Revise through video recordings of the class and slides given by the lecturers"
Make jokes related to topics	"Make jokes about the topics to strengthen the memory of it, or try to relate the things learnt in class with the world outside."
Prepare engaging notes (comic, attractive notes)	"I write down notes and decorate them. Sometimes I draw a little comic to make my notes appear more interesting and colourful."
Online quizzes	"I also take online quizzes to improve my comprehension"

The findings of this research are in line with previous studies as the respondents reported their preference and positive attitude towards using YouTube in learning environment (Jiménez *et al.*, 2021; Kim, 2001; MAHASNEH *et al.*, 2021). YouTube is an easy, innovative, attractive, and student-friendly tool (MAHASNEH *et al.*, 2021). Furthermore, previous study revealed that YouTube is an applicable platform to deliver video lectures and to expose students to increased learning opportunities (Kim, 2001). Referring to previous study, in comparison of the pre-class learning of the flipped classroom with the traditional classroom, more students indicated that they read the prescribed reading materials before the interactive lectures in a flipped classroom context (Goedhart *et al.*, 2019).

One of the respondents, quoted that “Make jokes about the topics to strengthen the memory of it, or try to relate the things learnt in class with the world outside”. The learning strategy of the respondent to connect the knowledge to jokes and outside world is supported from literature lens as well. Previous studies found that incorporating humor elements in classroom yields in a positive results (Journal *et al.*, 2019; Masek *et al.*, 2019; Salmee & Arif, 2019). Creating a humoristic atmosphere in the classroom is beneficial to attract students' attention, make the lesson more amusing and less stressful; strengthen students' capacity for language learning (Journal *et al.*, 2019).

In addition, one of the respondents, expressed that preparing engaging notes as to-go outside classroom learning strategy. Flipped classroom complements this method of learning. When students watch a video during their out-of-class learning, they can pause the video and take notes; the notes can help students think deeply about the video's learning content (Wei *et al.*, 2020).

Finally, ‘completing online quiz’ is only considered as a way for students to complement their out of class learning activities. Online learning flipped classroom encourage students to watch video lectures together with completing quizzes at home, as preparation for joint meetings (Stöhr *et al.*, 2020)

Apart from that, the students were questioned about the positive parts of the flipped classroom. One of the students said that he/she likes the fact that flipped classroom offers students chance to know the topic of a lesson before class, enabling them to engage classroom activities without the need to go through lectures. Some of the respondents (three of them), reported that flipped classroom helped them to enhance their understanding on the topics. Furthermore, one of the respondents do highlights that he/she considers flipped classroom as an effective teaching tool as it enables students to learn at own pace. Following these answers, respondents do report other positive aspects of flipped classroom such as accessible, easy to monitor progress and keep up with learning objectives, boost productivity and creativity, and aids students to prepare for lesson. The following table (Table 4.5) highlights the positive aspects of flipped classroom in detail.

Table 4.5 Positive aspects of flipped classroom

Subthemes	Codes
Enhance understanding	<p>“...build a deeper understanding on a certain topic because I can search it up on the internet”.</p> <p>“I have prior knowledge of the topic before and during the lesson... “</p> <p>“ I think it gives more time for the students to try to understand the topic and gives more time in class for them to correct their knowledge and right some wrong impressions they might have before”</p>
Able to learn at own pace	<p>“...students were able to learn at their own pace.” “..get to be do the assignments assigned at own speed, without peer pressure”.</p>

The qualitative data highlights that flipped classroom can enhance students' understanding on a particular topic. In the FC model, students can watch recorded videos on their own time before class to help them retain fundamental knowledge and comprehend ideas as they get ready for class activities. Meanwhile, the higher-order skills of analyzing, applying, evaluating, and creating can be done

collaboratively and interactively in class under the direction of a teacher, allowing students to advance within their proximal developmental zone. (Kong *et al.*, 2024) A study by Delanoy *et al.*, (2024) reported that flipped classroom aids in students' understanding in learning. Furthermore, the data of thi study is in line with findings from previous studies that report flipped classroom as beneficial to boost students' understanding (Cagande & Jugar, 2018; Koh, 2019; Pattanaphanchai, 2019).

Furthermore, when asked on positive aspects of flipped classroom two of the respondents said they prefer flipped classroom due to its flexibility nature that enables to learn at their own pace.

The benefits of using blended learning models include facilitating students' ability to learn independently and at their own pace, as well as making learning easier for them at any time and from any location (Kiang & Yunus, 2021). Flipped classroom opens up room for conventional classroom activities such as lectures and class assignments can be transferred online, and students will have the flexibility of engaging in self-directed learning, according to their own respective pace (Zainuddin & Perera, 2018)

4.0 CONCLUSION

The results showed that the students record high level of satisfaction in a flipped classroom environment, showing their preference towards flipped classroom in general. The qualitative data from semi-structured interview reveals that students perceive flipped classroom as a beneficial teaching tool. The findings of this study would benefit many stakeholders including educators, students and educational administrators in terms of receiving perspectives of the students on flipped classroom. The perspectives of the group at the end of a particular implementation is crucial in the revision and development of the implementation. The number of participants for the interview may be viewed as a limitation and in line with this, further research may include more participants in order to increase the generalisability of the findings.

It is also recommended for future researchers to conduct this research by involving a larger sample from different population in order to collect data that will be more thorough. In addition, researchers could also consider applying a different research design other than mixed method, such as observational research, quasi experiment, literature review, case-control research and in order to analyze flipped classroom from different perspectives.

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CONFLICTS OF INTEREST

The author(s) declare(s) that there is no conflict of interest regarding the publication of this paper.

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