Implementation of the Flipped Classroom Model in BIPA Learning at the Indonesian Embassy in Moscow, Russia

Raden Yusuf Sidiq Budiawan
Indonesian Language and Literature Education Department, Universitas Persatuan Guru Republik Indonesia Semarang, Indonesia
r.yusuf.s.b@upgris.ac.id

ABSTRACT

This study aims to describe the implementation of the Flipped Classroom model in learning Indonesian for Foreign Speakers (BIPA) at the Indonesian Embassy in Moscow, Russia. This model is used to increase learners' engagement, participation, and motivation in learning BIPA. This research is descriptive qualitative research using the case study method. Data were collected through observation, in-depth interviews, and document analysis involving BIPA teachers and learners at the Indonesian Embassy in Moscow, especially in the BIPA 3 class. The main data sources are learning video recordings, field notes, and interview results. Data collection techniques were conducted by means of participatory observation, semi-structured interviews, and document analysis related to the learning process. Data analysis was done thematically to find patterns of Flipped Classroom model implementation and its impact on learner engagement and learning outcomes. The results showed that the implementation of the Flipped Classroom model in BIPA 3 class successfully improved learners' language proficiency, self-confidence, and critical thinking skills. The learners' engagement and active participation in the learning process also increased significantly. However, challenges in the consistency of pre-class preparation and the diversity of learners' level of understanding are the main concerns that need to be addressed in further implementation.
Keywords: BIPA, The Flipped Classroom, the Indonesian Embassy in Moscow, Russia

Introduction

This course is conducted online at the Indonesian Embassy in Moscow, Russia, starting from August 2022 to May 2023. BIPA classes at the Indonesian Embassy in Moscow are divided into 4 classes, namely BIPA 1, BIPA 2, BIPA 3, and BIPA 5. The classes are scheduled twice a week according to the agreement of the teacher with the

learners in each class. Therefore, this essay will only describe the implementation of the learning model in BIPA 3. The BIPA learners in BIPA 3 class are followed by 10 learners from various regions in Russia, such as Moscow, St. Petersburg, Saratov, Tomsk, Vladivostok, etc. The learners have different ages and backgrounds. The learners have different ages and occupational backgrounds but are at the same level of Indonesian language proficiency at the BIPA or B1 CEFR level. On average, the learners have been learning Indonesian for 1-2 years at the Indonesian Embassy in Moscow. The learners have an age range of 20–50 years old and various professions such as students, bank employees, lawyers, freelancers, journalists, company employees, engineers, etc. With this age and occupational background, the BIPA learners in BIPA 3 have different characters, knowledge, experiences, and perspectives.

Based on the interview, learners also have different learning styles and motivations to learn according to their own goals (Budiawan, 2023). This results in differences in learners' readiness when learning Indonesian in class. The learners who always ask about the previous materials and prepare their learning independently seem to be more ready to receive the materials in class, so their involvement is good; even in some meetings, they tend to "dominate," while the busy learners usually just come to class without any preparation, so they are not as good as the learners who have prepared themselves well. The problem arises when the learning process has been going on for 3 weeks and there is a learning gap between the learners who are highly motivated and al-ways prepare themselves before the class starts and the learners who do not prepare beforehand. The well-prepared learners were very motivated and asked for more material. They said that the material needs to be added and made more challenging. On the other hand, learners who did not prepare for the lesson beforehand felt left behind by their peers and felt that the material was more difficult and faster. This results in a decrease in learning motivation, such as a decrease in their activeness and involvement in the teaching and learning process in class, to the point of not attending class for various reasons (Budiawan, 2023; Ristyandani et al., 2024).

Based on the description above, the learning problem in BIPA 3 is the lack of learning preparation, which has an impact on the learners' activeness and involvement in the class, which then results in gaps in language skills and de-creased learning motivation (Budiawan, 2023). The problem will be solved by changing the learning model that is adapted to the way of learning of some learners who prepare the learning quite well by studying the material before the learning begins so that the involvement and activeness in the class are quite good and language skills improve well, accompanied by increased learning motivation (Budiawan, 2021; Budiawan & Rukayati, 2018). The learning model is a flipped classroom. This learning model is expected to overcome the problems in the classroom and cut the learning gap that occurs. This learning model was chosen because of its advantages, which are in accordance with the existing problems and also possible to be applied in the BIPA 3 class.

A flipped classroom is a learning model that provides a learning space to learn new material before the actual learning begins. This learning model is based on the idea of reversing the conventional way of learning, which is usually learning material in class and doing assignments outside of class, to learning material outside of class (before learning in class) and then doing exercises, tasks, or practices in class in problem solving, analysis, and discussion guided by the teacher in class (Nouri, 2016:2; Salman Khan, 2014). In short, classroom activities focus on discussion

activities and are no longer centered on long explanations or lectures from the teacher (Alamri, 2019). This model of learning will replace direct instruction with instructional con-tent that can be accessed anytime and anywhere by learners and continue problem-based learning in the classroom (Bergmann & Sams, 2012; Hamdan et al., 2012; Sams, Aaron; Bergmann, 2013; Uzunboylu & Karagozlu, 2015). The instructional content can be created by the instructor (Bergmann & Sams, 2012; Bergmann & Sams A, 2011) or utilize available learning content (Farida et al., 2019). Learners can also play the explanation video as needed before the class starts so that they can prepare themselves for the class better.

In 90 minutes of classroom learning, (Bergmann & Sams, 2012; Bergmann & Sams A, 2011) compare that conventional learning will use 5 minutes for ap-perception, 20 minutes to repeat the previous meeting's learning, 30-45 minutes to provide new material, and 20-35 minutes of independent and/or guided practice, while flipped classroom learning uses 5 minutes for apperception, 10 minutes of question and answer on the video material that has been given previously, and the rest (75 minutes) is used for independent and/or guided practice. Through this comparison, (Bergmann & Sams, 2012:15) show that a flipped classroom will provide a longer space for independent and/or guided practice in class. This is in accordance with the BIPA class, which requires more language practice.

This learning model has been proven to increase learners' confidence when attending class because they have understood the material beforehand through learning videos (see Davies et al., 2013). Furthermore, this model is also effective in improving learners' autonomous learning skills and critical thinking skills (see Johnson, L., Adams Becker, S., Estrada, V., and Freeman, 2015). The results of Nwosisi et al. (2016) dan Uzunboylu & Karagozlu (2015) also show that flipped classrooms produce better learning outputs ac-companied by better learning attitudes, including activeness and engagement in the learning process. In fact, research results (Nouri, 2016) also concluded that there was an increase in motivation, understanding, and engagement in the classroom. These research results show that Flipped Classroom is very suitable to be applied to overcome learning problems in BIPA 3 classes.

Methods

This research method is descriptive qualitative research that aims to de-scribe in detail the application of the Flipped Classroom model in BIPA learning at the Indonesian Embassy in Moscow. The data used in this study includes primary data obtained from direct observation, in-depth interviews with BIPA teachers and learners, and documentation related to the learning process (Creswell, 2012). The main data sources consist of BIPA teachers, BIPA learners at the Indonesian Embassy in Moscow, and documents related to the implementation of the Flipped Classroom model. Data collection techniques involved participant observation, semi-structured interviews, and document analysis so as to obtain an in-depth understanding of the implementation of this method (see Creswell & Creswell, 2018). The collected data were then analyzed using thematic analysis techniques, where the main patterns and themes that emerged in the data were identified and analyzed to provide a comprehensive picture of the effectiveness and challenges faced in implementing the Flipped Classroom model in the context of BIPA learning.

˙Discussion

Before the learning begins, teachers need to create a flipped classroom learning design. Wiggins & McTighe (2017) divide the learning design into 3 points: determining objectives, determining indicators of achieving objectives, and planning learning. The learning material in BIPA 3 that will be used is argumentation text. Based on the material, the learning objective is that learners are able to understand and write argumentative texts. The indicators of goal achievement are: 1) learners are able to understand the purpose and function of argumentation text; 2) learners are able to identify the text structure and linguistic rules of argumentation text; and 3) learners are able to write argumentation text with appropriate structure and linguistic rules.

Broadly speaking, the Flipped Classroom model is divided into 3 activities, namely before class starts (pre-class), when class starts (in-class), and after class ends (out-of-class) (Kusnandar, 2021; Wulandari, 2020). Lesson planning is carried out by arranging the stages of learning following these three activities. Videos and explanatory materials about argumentation texts were provided before the class started (pre-class), discussions, practices, and various interactive activities were carried out during in-class meetings (in-class), and evaluation tests through Google Forms and enrichment of further assignments were carried out after the class ended (out-of-class). The following is a technical description of the three activities, along with the activities and time duration required.

BIPA 3 classes at the Indonesian Embassy in Moscow are held twice a week, on Monday and Thursday afternoons. Before the class starts (pre-class), the teacher has shared the exposure video and handout (with instructions and exercises) of the new material 2-3 days before the class starts in the Telegram group. For the Monday class, the video presentation and handouts were given on Friday, while for the Thursday class, the video presentation and handouts were given on Tuesday. The teacher also makes a list of learners who have watched the videos and done the simple exercises in the Telegram group. The instructor will remind them if there are learners who have not filled out the list. Make sure the instructions are clear and easy to understand (if necessary, instructions are given in both Indonesian and Russian). Learners are free to work on the tasks before this class in their free time. It is important to provide short and clear video materials and easy practice materials because the learners will do this activity independently. Based on our experience, learners will be excited when they can easily understand and do the material on their own. On the contrary, if the video is too long and the explanation is too long, learners will get bored and lazy. Then, if the exercises are difficult, learners will al-so not finish the material and will not be very eager to join the class. There-fore, the video explanation of the argumentation text is compiled with a duration of 3–4 minutes only, with easy language, and assisted by various interesting pictures and examples. The exercises given were also only two short exercises on comprehension and very simple practice. So, the time needed for the pre-class activity is only 10-15 minutes, and the learners can repeat it again according to their needs.

When the class starts (in-class), the learning begins with 10 minutes of ap-perception, then 15 minutes of question and answer on the argumentation text material, 60 minutes of practice, and 5 minutes of closing and reflection. Questions to stimulate learners' memory and understanding can be included in the apperception session. Teachers can also utilize online games such as Ka-hoot, Quizlet, Word wall, or Google Form. In addition to stimulating memory and understanding, the activities at

the beginning of learning are expected to increase learners' motivation to learn. Reward if possible. The question-and-answer session aims to ensure learners' understanding and give learners space to ask questions or confirm until they really understand. Online games can al-so be given at the end of this session if there is still time. In this session, the teacher should not add new or deepening material because it will increase the time duration and reduce the practice time. Further material can be provided after the class ends for the next meeting. The 60-minute practical activity is the main activity in the in-class session. The learners can discuss and give in-put to each other when studying a case before writing. Then, the teacher as-sists the learners in practicing writing the argumentation text. The following is the discussion activity of the learners before writing the argumentation text in the case of the foreign tourist ban on rented motorbikes in Bali.

Figure 1. Name of Figure

Teachers can utilize Google Docs for writing activities to make it easier to check writing directly and share screens quickly. The writing activity ends with a presentation of the writing and feedback from fellow learners and teachers. The closing session contains a joint conclusion regarding the learning that has been carried out and a reflection of the learning as a whole. In this in-class activity, the teacher should ensure that the learners have been able to practice the learning well and fulfill the indicators of achieving the learning objectives. The time duration needed for this in-class activity is according to the duration of the lesson, which is 90 minutes.

After the class ends (out-of-class), the instructor can give an evaluation through a Google Form at an agreed-upon time with the learners. The learning evaluation does not need to be too much, just a few questions that are able to show that the learners have met the indicators of achieving the learning objectives. Teachers can also provide enrichment if needed. For example, enrichment of grammar material in the grammatical rules of argumentation text. The duration of time needed for out-of-class activities is 30–40 minutes.

Based on the evaluation results, this learning model provides significant im-pact and results. The evaluation results show that this model is able to cut the learning gap for the learners. In addition, learners are more confident to start learning. Based on the observation result, the learners' involvement in the teaching and learning process also increases. They are more active and participative during the learning activities. The learners' motivation to learn also in-creased. This is shown by the learners' enthusiasm during the learning process and the decreasing number of learners who

are absent from the class. The learners' language skills are also getting better with the longer duration of practice in class. When the learners understand the material first and have enough understanding of the presented learning materials, they show better critical thinking skills than before. They are able to analyze, evaluate, and create argumentative texts. The challenge is to maintain the learning rhythm, consistency, and continuity in implementing this model.

Recommendations and tips for BIPA teachers who want to adopt this good practice of flipped classroom learning are: 1) arrange the learning objectives clearly and communicate them with the learners; 2) Make an agreement (learning contract) with the learners to implement this learning model. Dis-cuss the rewards and punishments according to the agreement. 3) It is important to check if the learners have studied the exposure video and handouts before the class starts (pre-class), because this learning does not go well when the learners do not do that. Make a list in the WA/Telegram group for learners who have completed the pre-class activities. 4) Make the learning instructions clear (use Indonesian and learners' language if needed) so that learners really understand what to do. 5) reply to messages quickly if there are learners who ask questions (be more responsive); 6) Pay equal attention to all learners and do not hesitate to praise or reward them if they show positive attitudes and results in learning. 7) Make sure the exposure material and exercises are easy to understand and do so that the learners' confidence is well built. Teachers can give more difficult exercises in out-of-class activities; 8) manage time and communicate well with learners; and 9) don't get tired of keeping creating, in-novating, and improving. I hope this description of good practices is useful.

Conclusion

The conclusion of this article shows that the implementation of the flipped classroom model in BIPA learning at the Indonesian Embassy in Moscow, especially in BIPA 3 class, has succeeded in increasing learners' engagement, participation, and motivation to learn. Through this model, learners can pre-pare themselves better before the class starts, so that the class can be focused on practice and in-depth discussion. Evaluation results showed significant improvements in learners' language proficiency, confidence, and critical thinking skills. Thus, the flipped classroom model is effective in overcoming the problem of learning gaps that previously occurred.

However, the implementation of this model also faces challenges, especially in maintaining consistency and continuity of learning as well as ensuring that all learners prepare themselves before class. Therefore, it is important for teachers to manage time well, provide clear instructions, and continue to innovate in the learning process. With these steps, the Flipped Classroom model has the potential to be applied more widely in learning BIPA in various con-texts, especially in environments with diverse learner characteristics, such as at the Indonesian Embassy in Moscow.

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