

FLIPPED CLASSROOM FOR TARAKANITA SECRETARIAL SCHOOL

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Abstract: In academic year 2019/2020, most students at Tarakanita 19-20 years old. They have been familiar with gadget and other advance of technology and internet. The idea of flipped classroom is one of the options to make use of their familiarity with internet and other technology in learning. Since they have a short span of focus, lecturers need to make use of classroom meeting to see how much students make progress. With the implementation of flipped classroom, it is expected that students can prepare themselves before class and get ready to show how much they understand about the materials in a classroom meeting. Lecturers need to facilitate students with meaningful and attractive materials, and to give meaningful feedbacks. This study aims to provide an analysis based on a number of theories about flipped classroom and Tarakanita curriculum to examine the possible application of flipped classroom at Tarakanita by considering the school curriculum, the vocational school's objectives and flipped classroom theories. This study also intends to see the possibilities of STARKI applying flipped classroom for other courses and what are the challenges and obstacles in the application of flipped classroom at STARKI.

Keywords: flipped classroom, vocational school, Tarakanita

Abstrak: Tahun akademik 2019/2020, sebagian besar mahasiswa yang kuliah di STIKS Tarakanita berada di usia sekitar 19-21 tahun. Pada usia tersebut, mereka telah diperkenalkan pada gawai dan kemajuan teknologi yang begitu luar biasa. Mereka biasa disebut Generasi-Z. Hal ini mempengaruhi sistem pendidikan yang dirancang sedemikian rupa sehingga Generasi-Z merasa nyaman belajar. Sistem *flipped classroom* dikembangkan untuk mengakomodasi para siswa yang terikat dengan internet dan gawai. Dengan mengaplikasikan *flipped classroom*, para siswa diharapkan menggunakan gawai dan fasilitas internet untuk mengunduh materi sehingga pelajaran di kelas berfokus pada diskusi. Tulisan ini bertujuan untuk menganalisis bagaimana *flipped classroom* diaplikasikan di STARKI dengan melihat kurikulum, tujuan sekolah vokasi, dan teori *flipped classroom*. Selain itu, tulisan ini juga bertujuan untuk melihat kemungkinan STARKI mengaplikasikan *flipped classroom* untuk mata kuliah lain dan apa saja tantangan serta kendala dalam pengaplikasian *flipped classroom* di STARKI.

Kata kunci: flipped classroom, sekolah vokasi, Tarakanita

A. Introduction

The idea of flipped learning was popularized by Jon Bergman and Aaron Sams in 2012. Salman Khan in 2011 also spread the idea of flipped teaching through TED. In fact, the concept of flipped learning was developed in 1990s by Eric Mazur, one of professors at Harvard.

Mazur called flipped learning as peer instruction. Peer learning's technique involves a teacher preparing a learning material before the class begins. The students, therefore, are asked to prepare the material at home. The classroom activity focuses on encouraging deeper cognitive thinking by having a peer instruction activity and challenge given by the teacher. Model and technique in the application of flipped learning are developing as the technology is advancing as well. A website or another portal provided by a school or teacher can be used to deliver the material before class and ask the students to access it before class.

In Indonesia, the idea of flipped learning, or flipped classroom, is being discussed recently as Indonesia is entering into an era of Industry 4.0. As the students are generation-Z, which is familiar with gadget and internet, they seem so attached to it. In order to improve their enthusiasm in learning, it is an appropriate way to make them learning through internet. Flipped classroom allows students to learn and access materials before class through various media.

Based on *Kementerian Riset dan Pendidikan Tinggi (Kemendikbud)*, a government department in charge of making policy for higher learning institutions, Indonesia's top ten state universities have implemented e-learning. E-learning means having a learning activity outside the class. The classroom activity focuses on engaging students in improving their knowledge and cognitive skill. E-learning is one of the techniques that can be used to implement flipped classroom.

However, Indonesia does not only have state universities and private universities but also vocational schools. The main difference between general school/university and vocational school that is the general university focuses its learning to improve knowledge, while vocational school on skills. This difference affects its teaching learning techniques.

This paper aims to elaborate the possible continuous application of flipped classroom at a vocational school. This paper focuses on implementation of flipped classroom in Tarakanita secretarial school (STARKI). Further, this study also intends to give a possibility of applying flipped classroom at STARKI.

B. Theoretical Framework

This study will mainly discuss about the possibility of flipped classroom implementation at Tarakanita Secretarial School, hereinafter referred as STARKI. As one of the best vocational schools for secretary in Indonesia, STARKI focuses its teaching and learning in developing students' skills as a professional secretary. Law on *Kemeristekdikti* (UU no 20 tahun 2003) includes vocational school as higher education; it is at the same level with university. Vocation school is defined as *sistem pendidikan tinggi yang mengarah pada penguasaan keahlian terapan tertentu* (a higher education system that leads to the mastery of certain applied skills).

In order to answer the question on how the possibility of implementing flipped classroom at STARKI, this study applies the theories and researches on flipped classroom. Zainuddin and Attaran, as cited in Zainuddin (2016) defined flipped classroom as one of teaching and learning strategies in which students learn a new material outside classroom and maximize the classroom activity for real world activity and problem solving.

As it has been mentioned above, Bergmann and Sams are two figures in flipped classroom. They invented this idea in 2006 when he saw students' problem in rural area. They take such a long time to reach school and sometimes miss some classes and cannot focus in class due to exhaustion. In order to solve this problem, Bergmann and Sams brought an idea of flipped classroom.

The absent students then could watch video clips about the class they missed at home. By doing so, they could still catch up the learning materials although they were not in the classroom. The attractiveness of flipped classroom spreads widely among students around the world who give positive responses to the posted videos. Thus, the innovation from a remote area becomes well known around the world.

In its early development, the material was given in the form of video; the teacher recorded the material and asked the students to watch the video before the class begins. They took chemistry lecture as an example. The students, then, have more

time to do the do experiments in the laboratory. Until now, using video is one of the most chosen methods in implementing flipped classroom.

Indonesia also has implemented flipped classroom at some top state universities in Indonesia. Zainuddin (2017) did a research about then implementation of flipped classroom at Universitas Islam Negeri Ar-Raniry, Banda Aceh. The study showed that flipped classroom was more engaging to the students than the conventional one. One of the students said that he could focus on practice in class rather than listen to a lecture. Other student admitted that flipped classroom made him more active in class. By implementing flipped classroom, the students were more engaged in peer interaction and more prepared in learning the material. The lecturers gained a benefit as well since they have more time to give feedback, thus the students' performance improved as well.

Another piece of work also supports the notion that flipped classroom improves students' performance. Fulton (2012) implemented flipped classroom in his Calculus I class. He distributed the material in the form of video and asked the students to watch the video. In discussion sessions, he asked the students to explain what they learnt. Some chose to work in group and some other plugged in the headset and worked alone. Those who worked in group can easily solve each other's problem, while others do not found it difficult to solve the problem. It shows that collaboration is needed to make every student understands the material and, more importantly, makes every student understands the concept of using the video to learn and what they learn from the video.

Vocational schools can also implement flipped classroom. A research done by Chih-Hungchiu and Hsiao-Fen Lu from the National Taipei University of Technology in 2017 shows that implementing flipped classroom for vocational school has more or less the same technique and problem. They analysed the effectiveness in implementing flipped classroom for one of vocational high schools in Taiwan. The math teacher in that school provided a video and uploaded the video on YouTube so that the students will find it easily. The teacher also made a Facebook club to share

the link of the video and have class discussions. The result of the flipped classroom implementation at that school is the students' grades got better and better if they were diligent to preview the material before class by watching the video. On the other hand, it is obvious though, those who did not preview the material found it difficult to follow the classroom discussion. In order to solve this problem, the teacher formed groups which consist of the student who had watched the video and who had not. By doing so, the teacher could focus in having a discussion rather than wasting time replaying the video.

Based on the previous studies, it can be concluded that the key in having a successful flipped classroom is an adequate support of internet and good collaboration among the students. Since flipped classroom uses technology to distribute the material and to conduct a meeting, a good internet connection is a must. Students who do not have or are not supported by good internet connection, cannot follow the class well. They cannot download or take part in online discussion. If students do not have an ability to collaborate with their friends, flipped classroom cannot give a fruitful result. Those who cannot comprehend the importance of working together during discussion, they cannot develop their knowledge. Working and having discussion in group are important for students to solve their problem.

C. Methodology

This study is a qualitative research. Ary, Jacobs, and Sorensen (2010) stated that qualitative research aims to present a holistic picture and deep understanding on a certain case rather than presenting a numeric analysis of data. There are many kinds of qualitative research in education. From those, this study chose to apply document analysis as the methodology. Ary, Jacobs, and Sorensen highlighted that document analysis can be implemented to analyse the recent practice in education.

As this study aims to scrutinize how flipped classroom is implemented at STARKI and how far it can possibly implemented, thus document analysis is the appropriate method to be used. This study took a number of data from previous

studies that analysed and gave information on how to implement flipped classroom and its implication especially at vocational school; as STARKI is also a vocational school of secretary. Those data were gathered through the information provided by STARKI about classes that implement flipped classroom, or so-called e-learning at STARKI.

By referring to the previous study, reviewing the implementation of e-learning at STARKI, and seeing how e-learning is supported by lecturers and the school's system, this study analysed how well its implementation is, whether e-learning can improve students' capability, and how e-learning can support the campus to nurture its values.

D. Discussion

Issued being discussed are divided into four parts namely: the implementation of flipped classroom at STARKI, the challenge and possibility of implementing flipped classroom at STARKI, and the possibility of implementing flipped classroom at vocational school.

1. The implementation of flipped classroom at STARKI

Flipped classroom, or more commonly called e-learning at STARKI, is implemented to overcome the tight schedule of lecturers and students; especially in executive class students. Lecturers upload the materials on the website and students are asked to access the materials within an allocated time-span. Lecturers have an access to check whether every student has opened the uploaded materials.

Not all subjects can be delivered through e-learning method. Even the endorsed subjects are not allowed to be conducted in every meeting in the form of e-learning. This regulation has been issued by the board of school principal. The purpose of conducting online classroom and discussion is to meet the lecturer's and students' needs.

The application of e-learning at STARKI is only for executive classes which begin at 6 pm and ends around 9 p.m. The students in executive classes are workers.

Most of their working hour is from 8 am until 4 pm. In addition, some lecturers teaching executive classes are worker too while some teach in regular class at STARKI. Seeing this phenomenon and based on the fact that both lecturers and students have difficulty in scheduling their make-up classes (the class that set outside the regular schedule if a lecturer cannot come to class), therefore e-learning was proposed to be implemented.

2. The challenge

Although the campus has facilitated lecturers and students with e-learning, it does not completely solve the problem. Some lecturers still lack of internet ability. On the other hand, some students also still lack of self-awareness to fulfil their duty to attend the online discussion and to download the material.

Another challenge faced by the campus is that internet and Wi-Fi connection on campus do not support e-learning smoothly. Flipped classroom is conducted on Thamrin City campus. As business centre, Thamrin City has provided the building with free internet access using Wi-Fi. However, this Wi-Fi connection is sometimes broken. This kind of Wi-Fi quality, of course, cannot support the e-learning class well. As it has been explained previously that flipped classroom depends on internet connection. Thus, if STARKI still cannot provide an adequate internet connection, it is a challenge to have a successful flipped classroom.

Students' awareness of the importance of reviewing the material before having online discussion or taking part in the online discussion is a challenge in implementing flipped classroom. Some students seemingly do not understand that online discussion is as important as classroom discussion since this online discussion replace the regular meeting. Considering this phenomenon, STARKI needs to evaluate whether or not to continue applying flipped classroom. More preparations need to be done such as designing the lesson, stating the clear objective in having online discussion, and also preparing the students to use the online discussion.

Having Cc5 values, for this study, can be a challenge in implementing e-learning at STARKI. Cc5, which stands for Compassion, celebration, competence, conviction, creativity, and community, values can be a challenge as the students need to learn on how to implement those values by first experiencing them in campus life. STARKI has programs: regular class and executive class. Regular class is in the morning while the executive class is in the afternoon until evening. E-learning at STARKI is implemented for executive class only considering that those students are working in the morning. Executive students have other ‘privileges’ such as they do not have to join any student club, attend school events such as *KOFESSE* or *Paskah Bersama*, and be a part of a committee.

However, the purpose of holding school events, joining into student club, and being a part of committee is to develop Cc5 values. This study argues that the only chance for executive students to experience the implementation of Cc5 values is through classroom activity. It has been school’s responsibility to make sure that every alumnus reflects the values and knowledge that have been experienced during college life. By having less chance to experience Cc5 values, their personal quality might be questionable.

For schools which are proud of their ability in shaping students’ personal character, the application of e-learning that may reduce the quality and quantity of having direct experience of school’s values can be a challenge. It is true that students can learn how to show discipline by downloading and participating in the online discussion based on the appointed time. Students can learn how to be more empathetic since class activity focuses on group discussion. The students can develop their empathy by helping those who are less capable than her.

3. Future possibility

Despite the challenges mentioned above, STARKI has high opportunity to apply flipped classroom. As it has been examined previously, vocational school has the opportunity as high as public school in implementing flipped classroom. Vocational

school focuses its curriculum on developing students' skills. Based on the glossary of education reform, in 21st century skill is defined as a broad set of knowledge, skill, work habits, and character traits. Seeing this definition, the task of vocational school is hard. Vocational school needs to develop hard and soft skills. Hard skills include typing, answering calls, writing letters, and other secretarial skills. Soft skills include critical thinking, empathy, humanism, discipline, perseverance, and other positive personal traits.

Facilitating the students with advanced technology such as flipped classroom will develop their hard skills only. Actually, they are already familiar with technology and stuff; however, the problem based on the available data is that some students have no discipline in downloading materials or joining the online discussion. In light of this issue, it shows that the application flipped classroom solves one problem only, which is hosting lecturers' and students' business outside campus. The other aspects that are important to develop such as discipline and humanity values cannot be developed through flipped classroom.

The leaders of STARKI have decided only certain lessons that can apply flipped classroom, and the considerations in choosing those lessons are in light of the needs to have face to face communication to improve students' skills such as *Praktik Kesekretarian* and Business Speaking. In *Praktik Kesekretarian* the lecturer needs to evaluate and assess students' gesture in handling visitor and how to respond to her boss' calls. In Business Speaking class the lecturer needs to observe how polite and appropriate they use the language and how their poise and posture in conversation. If other campus can apply flipped classroom for many lessons and that campus is considered as modern and hi-tech one, STARKI cannot compare itself with that school.

STARKI needs to maintain its stance that developing students' skills as a secretary needs to have face-to-face meeting. The need of "traditional" classroom is higher than the need of more "modern" classroom.

This study shows how convenient the technology is in implementing flipped classroom. The schools can solve problems especially related to students' or lecturers' tight schedules and how to make learning more interesting. However, every campus has its own value related to developing students' attitude.

STARKI, as it has been mentioned above, has values so-called Cc5: Compassion, Celebration, Competence, Conviction, Creativity, and Community. In term of passing these values, the existence of flipped classroom can hinder the effort to teach and give example to the students how to live these values. Although not all subjects apply flipped classroom, still theoretically technology can be used in all subjects. If more and more subjects apply flipped classroom, STARKI needs to think about how to pass the campus culture to the students.

It has been clearly mentioned above that e-learning was implemented to overcome students' and lecturers' issues. Due to this consideration, STARKI implements e-learning for executive class. Executive classes at STARKI accommodate workers who want to advance their career through education. Since the admission is for worker, providing e-learning can be a good selling point for STARKI. It will attract more applicants since they will feel it helpful to fit in their schedule.

E. Conclusion and Recommendation

Vocational schools differ from regular schools, the former focusing its learning to improve students' skills in order to prepare their employment. They are expected to be ready to work by the time they graduate. Thus, vocational curriculum focuses on developing students' hard skills to make them become professionals in their fields. As vocational schools train students to be ready to face the job market, it is important for them and the lecturers to introduce a work atmosphere in campus life.

STARKI trains its students to become a professional secretary. Its learning focuses on how to train them to become a professional secretary. STARKI pays attention to (almost) each details of secretary life. STARKI has a studio with office-like features, thus the students can learn how to behave in the office. The students are

also required to wear skirt and pants so that they are familiar with formal attires. Focusing on this kind of aspect in vocational school, the students and teacher need to have a two-way interaction on campus so that lecturers can give feedback on the students' behaviours and attires; as well as the students can see how the lecturers behave and dress up on campus.

Training that needs direct supervision from lecturers such as keyboarding skill, secretarial skills, and speaking skill as well as how to answer the phone are quite hard to implement in an e-learning class, as we know e-learning involve online discussion and online material explanation. Thus, this study concludes that vocational school needs to be selective in implementing flipped classroom or e-learning. Other factor that needs to be considered is supporting facilities for a flipped classroom. Having adequate equipment is a must to have a successful implementation of flipped classroom. If the campus does not have adequate tools, the idea of implementing flipped learning should be suspended; otherwise it will burden the students, the lecturers, and the staffs.

Inculcating STRAKI values, so-called Cc5, will face a challenge if an increasing number of learnings is carried through flipped classroom. Considering that for executive students, their opportunity to nurture the Cc5 values is only through classroom activities. They can observe the examples given by the lecturers on how to live up the Cc5 values on campus. In an online classroom, they have less opportunity to meet their friends, lecturers, and staff and this will affect their opportunity to learn how to live Cc5 values.

We recommend to do further research to study and evaluate the effect of flipped classroom to Cc5 values. As it has been stated previously that the implementation of flipped classroom can hinder the development of Cc5 values on students; on the other hand, STARKI has its own values that improve students' character. Their character needs to get an emphasis since they will work in the office and they have to show good attitudes. Their attitudes are the reflection of not only for their own quality but also their almamater, in this case STARKI.

Further research on the effectiveness of flipped classroom at a vocational school is recommended. There are not many studies which evaluate the application of flipped classroom at vocational schools especially in secretarial study. Research on this issue can give new insight to educators or other education practitioners to develop and design learning materials for vocational schools.

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