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Flipped Learning Model as a Solution for Implementing Islamic Religious Education (PAI) Learning in The 21st Century

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Abstrak

The purpose of this research is to describe the design of flipped learning and its implementation as a form of technology-based learning to improve the Information and Communication Technology (ICT) abilities or competencies of teachers or educators, especially religious teachers both in schools and madrasas. The research method used in this research is a qualitative descriptive analysis method with data collection techniques related to learning model design *flipped learning* which has been widely applied. Meanwhile, the results obtained show that the learning model design *flipped learning* can increase student involvement in the learning process optimally, as well as making the time for delivering material more efficient. However, various obstacles are still found, such as limited information and communication technology tools, and the most hindering thing is the lack of ICT competence for teachers. The conclusion of this research is that the flipped learning model design is quite effective and efficient in increasing the activity and role of students compared to conventional learning methods.

INTRODUCTION

Learning is generally carried out conventionally by face-to-face between teachers and students or lecturers and students in their respective learning classes. After the meeting, generally pupils and students will be burdened with assignments as a form of evaluation of learning in class that has been carried out previously. However, in its implementation, this kind of traditional learning model often does not have much impact on the active participation of students or learners. Because, learning seems to only reduce material or teaching materials. Teachers as educators certainly have backgrounds with various different teaching techniques and are also required to fulfill their teaching hours. The hope is that students are able to master the various materials provided. However, sometimes some of them cannot accept it all.

Therefore, in this extraordinary era of information and communication technology, scientific experts are competing to try to overcome the various problems that students are

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facing in receiving the material being taught. How can this learning be effective and adaptive by following the changes and technological developments currently faced by students? After carrying out various experiments and also observing the effectiveness of learning with teachers and students, various learning concepts emerged which were considered quite relevant to advances in information and communication technology, one of which was blended learning which is a combination of meetings between educators and students. in learning classes, namely online or online and offline or outside the network.

Based on this blended learning concept, learning models began to develop. One of them is the flipped learning model. This learning model basically provides innovation in the paradigm or perspective of learning in the classroom. Because previously, both in schools and lectures, initially teachers or lecturers stood in a class, just explaining the learning or lecture material, while the students or students focused on taking notes on the explanation of the material given. Then, at the end of the lesson or lecture, they are burdened with a kind of assignment as homework which requires them to hunt for literature or various other sources which are used as the main material for the assignment and to answer various questions given by the teacher or lecturer. Meanwhile, these activities also run according to the schedule has been determined and the teacher or lecturer in this case realizes that there is a lot of material that must be completed at each face-to-face meeting until the end of the semester. Apart from that, this kind of traditional learning model can be more effective and efficient with the flipped learning model. (Yulhendri, 2019: 2)

Basically, it cannot be denied that generally, in several educational institutions in Indonesia, many still use the lecture method from the beginning to the end of learning in the form of direct explanation of the material by a teacher or lecturer in class at each teaching and learning activity session at one time. In such conditions, students who want to understand and/or deepen the material will certainly find it difficult to repeat it again. Because it is certainly impossible for teachers or lecturers to explain the same material again in different meetings. This of course can be an obstacle in the process of delivering or transforming material.

Apart from that, the reality is that several conventional methods such as full lectures are still widely used in various Islamic educational institutions. PAI material taught by educators seems to only focus on oral delivery; static and undeveloped or fixed on text only. Lecturers or religious teachers as instructors are satisfied with the assumption that this method is easy to apply, and students are considered to be easy to accept. However, in

reality, not all of them are like that. Of course, sometimes flexibility is needed in the learning process to create a fun and dynamic atmosphere.

Islamic Religious Education (PAI) learning, as with other lessons, has the right to be designed and presented as creatively as possible in the learning achievement process activities. The materials taught can also be adapted to the needs of students in order to create varied and dynamic learning. And one of them is through the concept of blended learning using the flipped learning model. This effort actually also proves that Islamic religious education (PAI) cannot be separated from the influence of information and communication technology.

METHOD

As for the research in this article, the author uses a qualitative descriptive analysis method with data collection, processing and analysis techniques related to learning design with the flipped learning model, namely as one of the modern learning designs for Islamic religious education (PAI) in the 21st century. In this research too, the researcher uses This type of research is library research or better known as library research, because the data obtained comes from scientific articles and/or previous research that has been published. As said by Zed (2004: 3) that library research is a series of activities related to methods of collecting library data, reading, recording and processing research materials.

As previously explained, through this library research, researchers have attempted to collect data sourced from scientific articles and then carry out analysis so that it becomes the focus of the research being studied, namely flipped learning learning design. The data collection method used was document study related to flipped learning learning design which was then continued with the data analysis process in accordance with the research objectives. The data collection instrument that researchers used was nonparticipatory observation techniques. Researchers observed the effectiveness of the conventional learning model which has been running in almost all schools or madrasas and then carried out treatment using the flipped learning model which is quite popular and in demand in the 21st century.

RESULTS AND DISCUSSION

This article describes the design of the flipped learning model as a solution to the PAI learning model in the 21st century era. Based on the results of the research, it was

found that researchers can conclude: 1). the flipped learning learning model can make students more active and more involved in the teaching and learning process, this is because the flipped learning learning model is student-centered compared to conventional methods in general; 2) as with subject matter in general, PAI can also be adapted to the skills possessed by teachers or educators in designing learning that is as interesting as possible, and 3) even though information and communication technology tools are adequate, the flipped learning process will not run effectively if the teacher is alone. do not yet have ICT or ICT competency. Because this is an absolute requirement in implementing flipped learning.

According to McKnight (2013: 4), Flipped Learning is a learning model that requires teachers or educators to shift direct learning from large-scale learning spaces (classrooms) into virtual individual learning spaces with the help of several technological tools. This model is one of the current learning models and is still a derivative of the concept of E-learning. On in this flipped learning learning strategy model, the teacher or lecturer is tasked with creating teaching materials in the form of writing, narrative, video, podcast, and/or various other learning media that are believed to be accessible to students outside the classroom.

The application of this flipped learning learning model involves things that are usually done in the classroom, such as explaining material, giving assignments, practicing questions and homework (PR) that are moved or reversed into online-based learning. Apart from that, teacher or lecturer teaching materials in the form of videos, online forms, or writing that have been created will later be studied by students in their respective homes. Before entering the actual class, they are encouraged to have obtained and/or understood a number of information that comes from the content of the material. Furthermore, when they are in class, they play an active role in carrying out case studies, lab tests, practicums, games, and simulations and experiments. The assignments given, such as essays and problem solving, will be better if carried out in class, while the activities of listening to and viewing teaching material given by the teacher or lecturer will be better if done at home in video form. So this is where the term flipped learning is known (Herreid & Schiller, 2014: 62). Furthermore, it can also be said that this flipped learning model is a combination of traditional learning which requires a meeting between the teacher or lecturer and the students in the classroom with online-based learning (Blended Learning). So it can be understood that learning in the classroom tends to be more student-centered compared to

other learning models. Students also play a more active role than their teachers. Because, in this case the teacher only plays the role of being a motivator, guiding, and also providing feedback on the performance of his students (Sams & Bergmann, 2012: 87).

It is also believed that the flipped learning model can provide various conveniences for students to access various sources of knowledge wherever they are. Whereas previously students or students were required to look for references in the form of books, literature and other printed media which were not easily accessible, then in this reverse learning model all these references can be easily accessed in one or more technological tools.

These forms of convenience ultimately become a learning motivation for students in receiving material and lessons from their teachers or lecturers. Through this flipped learning model, students are no longer bored and/or bored just listening to the teacher's lecture. However, they have more time to find a solution or solution to a problem, either individually or collaboratively by means of discussion. Thus, this flipped learning model indirectly utilizes students' activities outside the classroom with a pedagogical approach and also reduces their time playing around at home.

The initial idea of this flipped learning learning model has actually been around since 1993. This can be proven by Alison King's opinion in her writing: From Sage on the Stage to Guide on the Side. Even though it is understood that this indirectly refers to the term flipped learning, once again he said that face-to-face time between teachers and students in order to gain knowledge and understanding is much more valuable than just a scientific transmission (Edukasi, 2019). He is also known to have revealed that traditional learning, which he describes as a professor transferring knowledge to his students, will not be used effectively in learning in the 21st century. Because it will only make students tend to be passive. They also seem unable to think for themselves. What's worse, he believes that in this condition their brains are like empty vessels filled with the professor's thoughts (Alison King, 2010: 30).

In 1997, Alison King's anxiety began to be felt by Eric Mazur, a professor at Harvard University. He is known to have started adopting King's thoughts by changing a similar learning model, namely by combining or integrating his students' scientific transmission outside and inside the learning classroom so that their educational goals or objectives are achieved. And a few years later, namely in 2000, three scholars including; Lage, Platt, and Treglia published a research article for the first time on the flipped classroom learning strategy model which then received positive reactions from their students or students.

Likewise, what happened in 2004, where Salman Khan made a breakthrough in mathematics learning in a short video which he then uploaded to his website, Khan Academy (Roehling, 2018: 3).

Then in 2007, the idea of a flipped learning model that had previously been implemented was adopted and developed by Jonathan Bergmann and Aaron Sams, the two chemistry teachers from Woodland Park.High School, Colorado. At that time, they were both worried about their students who often missed chemistry lessons due to various reasons such as the many competitions, matches, events, and so on. After that, the two of them began to think hard about utilizing the technology available in their era. Then they agreed and decided to record learning videos in their class starting from lectures, demonstrations and presentation slides as a step that was considered anticipatory. They then uploaded the recordings to the YouTube channel they had just created for students to download and access anytime and anywhere. And in 2012, they both decided to establish an organization (Flipped Learning Network) which focuses on equipping teachers or educators with various skills, knowledge, and also various teaching materials to implement flipped learning (Hamdan et al., 2013: 3) .

Apart from that, it can be said that the flipped learning model is a form of learning innovation which in this case simply relies on various materials which are then uploaded to online media by requiring students' or students' independence of thinking through scientific discussions, problem solving, group work, case studies. , and so on that can be done in the classroom as a result of the learning process at home. This learning model is believed to be much more student-centered which has an impact on encouraging student activity in class, and the teacher or educator or lecturer only plays a guiding and motivating role.

As explained previously, this flipped learning model integrates or combines conventional learning concepts (face to face teachers or lecturers with students or students in the classroom) namely with online learning. According to Graham Bents (2013: 2), this flipped learning model is an instructional strategy implemented in various schools or madrasas which aims to minimize the number of instructions which are generally carried out directly in the teaching and learning process.

This strategy approach is also considered very effective in reducing study time in class which generally uses classical methods such as full lectures in schools or madrasas. As is well known, religious lessons, especially Islamic religion, tend to be classical and teacher-

centered, which is considered easier to convey, namely in the form of lectures. However, with this conventional method, students become completely more dependent on the teacher's activity, which ultimately results in them being less able to be independent and having no preparation study. This of course has a big influence on their (students') thinking power in analyzing the material obtained. The implementation of the flipped learning model can be said to be going well if the characteristics of the religious lessons are changed to be student centered which involves students more in the learning process through the teachers' instructions. And for example, lessons on moral beliefs can be focused on students' analysis through the stories of the prophets which are presented in the form of animated videos or films. The goal after watching the video story is that they can summarize the material they have obtained and then discuss it collaboratively in the classroom. So from this it can be said that all subject matter, especially PAI material, can be adapted to the strategies and innovations offered by teachers or educators.

The flipped learning strategy model is considered much more reasonable and compatible in the current era of information and communication technology, especially in Islamic religious education (PAI) subjects which have tended to be traditional in nature. The flipped learning strategy model means that the material is not only found written in books, but can also be explored through videos and various other social media platforms. Of course, this cannot be denied, because the initial concept of implementing flipped learning itself emerged because of the differences that occurred in students or students. Some of them even have educated parents who are capable of helping them with their tasks, while others have the opposite. In such cases, they can only rely on help from experts in the field such as teachers or educators at school. That's why the flipped learning strategy model provides a lot of support to students to complete their assignments. This strategy is designed by providing them with time to analyze the content that has been provided previously (Schmidt & Ralph, 2015: 1).

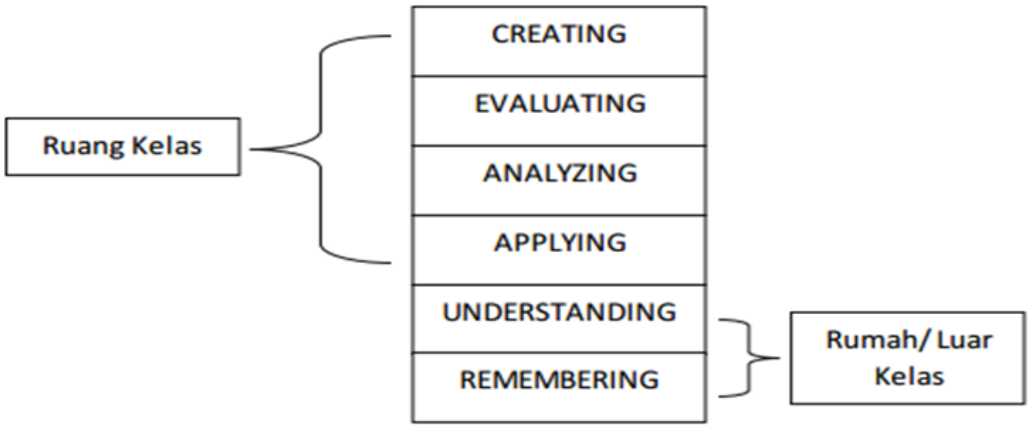
However, you need to remember that this learning strategy model is in direct contact with information and communication technology, of course it also has limitations. For example, there is the possibility of ineffective learning. This could happen because students or learners use their own tools. An example is when they access learning videos while watching football broadcasts and/or listening to music. This of course can reduce their attention to the content of the learning material that has been provided. However, these

limitations can basically be overcome by existing joint cooperation in intensive supervision and mentoring by parents or those closest to students.

The pattern of empowering the flipped learning model strategy will be effective and efficient at every level of education, and this depends on the quality of the educators and students, resources and also the efficiency of the time specified. This reverse learning strategy is also believed to be quite good, especially for gaining procedural knowledge. Where in Bloom's taxonomy, which has been revised by Lorin Anderson (1990), explains that learning objectives in the cognitive domain are divided into at least 6 levels, namely starting from Remembering, Understanding, Applying, Analyzing. , Evaluating (evaluating), and Creating (creating).

As for implementing the flipped learning model strategy, several stages are required, including the stages of remembering and understanding, which are the lowest levels of the cognitive domain, and are carried out outside the classroom. Meanwhile, student or learner learning activities in the classroom are more focused on the top four cognitive levels, namely; stages of applying, analyzing, evaluating and creating (Zainuddin et al., 2016: 315). As a description, students or learners are presented with various material content in the form of recorded lectures or videos which are accessed outside of class online (on the network). Furthermore, the form of knowledge and understanding of the material through reading, audio-visual will take students or students to a higher cognitive level when in the classroom. The following is a figure that can describe the flipped learning model strategy:

Figure 1. Bloom Taxonomy in Implemantation of Flipped Learning



Through the implementation of this reverse learning model strategy, students are expected to be able to reach the top levels of knowledge with the effectiveness and efficiency of spending more time discussing, exchanging ideas, presentations and other

learning activities that take place in the classroom. As for technically, so that the implementation of flipped learning can run well, teachers must prepare the following things.

a. The ability to be technologically literate or ICT (Information and Communication Technology) exists in each teacher. This is also because they are the ones who take the initiative in creating the concept, arranging the length and/or amount of material to be given to their students. At least they are certainly more up to date in using content in the form of famous videos such as YouTube and so on. They also don't have to read classical books as is generally the case with full lectures, but also by being creative and innovating using existing technological tools.
b. Online learning media such as e-books, videos, recordings, and so on
c. Adequate information and communication technology devices such as computers, laptops, smartphones, and so on.
d. Good and stable internet network. This is also important if a teacher or educator wants to broadcast their learning videos live, such as video calls, streaming, and so on.

Paying attention to these steps, it can be interpreted that educators will find it easy to implement the flipped learning strategy model. Educators, whether teachers or lecturers, are also able to utilize information and communication technology through a pedagogical approach without taking up students' time to listen to full lectures from the beginning to the end of the teaching and learning activity (KBM) process. On the other hand, educators will be able to save energy, both physically and psychologically, when they face their students.

Implementing the flipped learning model at various levels of educational units will certainly give rise to several advantages and disadvantages. Because, this could happen because not all students or students have the same motivation to learn from each other. However, if we look at the great human need for technology today, the flipped learning model is believed to have enormous benefits for students' independence patterns compared to learning packaged using conventional methods and models applies in general. According to Roehling (2018), the main advantages of the flipped learning model include being a more effective strategy for students in achieving various learning outcomes. Apart from that, the flipped learning model can also improve the quality of learning for students. Furthermore, they are also guaranteed to be able to access recorded material anytime and

anywhere, the learning atmosphere in the classroom becomes more lively, it becomes easier for educators or teachers to reach their students, namely through direct guidance in class, and what is also most important is by implementing the flipped classroom learning model because this can make it easier for students to understand the urgency of technology in learning.

Millard (2012) found at least 5 positive reasons why flipped learning really needs to be implemented, including: 1). increase student or learner involvement in the learning process, 2). strengthen team performance-based skills, 3). offers a pattern of educational approaches to students personally through guidance/guidance, 4). student activities such as class discussions will become more focused, and 5). students become more creatively free (Schmidt & Ralph, 2015: 3).

The flipped learning model is also useful for educators or teachers who feel that they don't have enough teaching hours. They also felt that this was one of the obstacles in delivering material in class. Due to the lack of teaching hours, this will have implications for the swelling of teaching materials and ultimately learning cannot be completed properly in accordance with the provisions. The existence of the flipped learning model also makes educators save more time in delivering learning material. With this model, they only design concepts and create online materials, provide keywords and instruct students and then wait for the results of their learning while outside the classroom. The assignments given will be completed independently by the students or students. Furthermore, in the learning class, they only spend time discussing together, guiding the course of student activities, and so on without having to use up much energy.

This flipped learning learning model is very appropriate for students who are able and willing to use technology and can adapt to the educational content presented by their educators. However, it cannot be denied that this model still has shortcomings if it is implemented in all elements involved, including:

a. That not all educators or students have information and communication technology tools to access educational content online. Meanwhile, information and communication technology tools are an absolute requirement that must be present in the process of implementing learning using the flipped learning model.
b. If it is said that all educators or students have information and communication technology tools, this does not necessarily guarantee a smooth learning process by implementing the flipped learning model. Because the next obstacle could be

the lack of competence of teachers or educators in mastering ICT (Information and Communication Technology). Therefore, teachers or educators are required to be technologically literate in accessing it.

c. That not all students or learners feel comfortable studying in front of technological tools, for example; laptop or computer. Because among them there are certainly those who prefer to read and write textbooks manually and other student learning styles apart from staring at a screen. The computer is a vital tool in flipped learning itself.
d. The flipped learning model demands a lot of student independence through keywords and/or a brief overview of the material they will study. Of course, this can be an obstacle because not everyone has the ability to search and dig up information independently. Because sometimes they also need teacher or educator motivation before delivering material in class, and so that they become more used to it.
e. It is important to remember that one thing that is the main key to the success of the flipped learning model is the stability of the internet network. Because not all countries in the world have strong network strength, including Indonesia. Even though it is clear that features such as live streaming, video calls and so on will really require a fairly strong connection. So you can be sure that the learning process will be hampered by weak internet network connections, especially in terms of downloading files of fairly large content.

Implementing the flipped learning model is not easy, especially in Islamic Religious Education (PAI) subjects. Because the instructors must be able to understand the situations and conditions they will face. Are teachers or students fully ready to receive material content in the form of videos, recordings and/or so on for study outside the classroom? Does their home also provide the following technological tools with an adequate network? And are their parents or loved ones also ready to monitor them while they access content intensively? If this is the case, then the teacher or educator can start reverse learning correctly. Therefore, apart from paying attention to the steps or syntax above, it is also a good idea to hold collaborative consultations between educators, students and parents. Because all the elements involved will really support learning with the flipped learning model.

CONCLUSION

Basically, the flipped learning model is a form of innovation in the world of education. This is because the concept that was developed was to transfer direct learning activities in large-scale learning rooms to learning in smaller or individual learning rooms. The principle of reverse learning is to change learning which was originally teacher centered and becomes student centered. This means that students will be more active, effective, and more involved in the classroom, compared to conventional models in general which tend to make them (students) passive.

Apart from that, teachers as instructors instruct students or students regarding the material they have to study in the form of video content, recorded lectures, etc. which the teacher or educator uploads to online site services. Furthermore, at home (outside of class), students or learners must be responsible for learning independently either through videos or recorded lectures. Then they present and discuss it in the learning class collaboratively. So it can be understood that this flipped learning model is actually included in the concept of blended learning which combines meetings presented both face-to-face in the classroom and independent learning outside the classroom.

Implementing the flipped learning model in Islamic Religious Education (PAI) learning will be much easier if the elements involved have facilities that are deemed adequate, such as Information and Communication Technology (ICT) competence with the support of a stable internet network, students' mental toughness or students in learning, as well as the existence of learning independence and so on. If this is ignored, then flipped learning will be difficult to implement. Because flipped learning is very closely related to information and communication technology, especially in 21st century learning like today.

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