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The Implication of Flipped Learning Model in Sociology Reading Class

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Abstract

This article deals with improving reading skill using the Flipped Learning Model for Sociology students at Islamic University of Balitar. The study was done using classroom action research. Data was collected through a critical reading test, observing students' participation, and interviews. The study found that students' critical reading skills were initially low and they lacked the initiative to practice. After using the Flipped Learning Model for two cycles, improvements in their critical reading were observed. The model encouraged twelve Sociology students to participate in learning both in and out of class. The model helped students analyze and evaluate texts, but they still struggled to internalize information and form ideas, as this requires more practice. In the first round of using the Flipped Learning Model, students did better but didn't meet the success target. The highest score was 80 and the mean was 66.56. In the second test, the sociology students did great, with the highest score being 88 and the average score 76.31, which is above the success target. This score shows they really understand and can use what they learned. Within the academic discipline of Sociology, students are frequently tasked with the examination and interpretation of intricate texts and theoretical frameworks. In such a context, the Flipped Learning Model emerges as a particularly advantageous pedagogical approach. It facilitates a self-paced learning environment, enabling students to engage with the material in a manner that aligns with their individual learning rhythms.
Keywords: Class Action Research, Flipped Learning model, Improving, Reading skill, Sociology Students

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Introduction

Reading is the backbone of higher education, especially for sociology students at Islamic University of Balitar (Hermida, 2009). Just like writing, discussion, and understanding technology, it is a key skill for academic success. Today, they have easy access to tons of reading materials, both simple and complex, thanks to the internet (Apriani, 2016). Technology, like using apps and websites, can even make learning fun and engaging (Apriani & Hidayah, 2019). But the most important part is learning to read critically, meaning you pick out the important information you need for your studies from all the words flying around.

Sharpening this critical reading skill is like giving the sociology students a thinking superpower. It will make them understand what they are reading, especially the strong arguments and important evidence buried within the text (Karaca & Oğuz, 2017; Pardede, 2007; Pirozzi, 2000). It is like being a detective, looking for clues and analyzing what makes sense. Sociology students learn to be careful, active readers, not just gulping down every word (Arifin, 2020; Pérez, 2023). This helps them decide “what is true and what is not” of certain content, a valuable skill in today's world.

For Sociology students, encountering challenging texts can be a common obstacle. To overcome this, teachers can utilize a dynamic learning model called "flipped learning" (Chea & Huan, 2019). This model blends online exploration with interactive classroom sessions. Students independently tackle theoretical portions online, allowing them to learn at their own pace. In the classroom, they delve deeper through collaborative activities, peer discussions, and problem-based learning, fostering critical thinking and a deeper understanding of complex concepts (Asmara et al., 2019; DeRuisseau, 2016).

Preliminary interview data revealed that some sociology students at Islamic University of Balitar struggle with unfamiliar vocabulary within educational texts. They also expressed confusion and frustration when rushing through the reading material.

Several studies have explored the flipped classroom model and its impact on student learning. Ramadhanty and Puspitaloka (2020) confirmed this positive experience

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for EFL students, highlighting the excitement generated by video materials. However, both studies noted potential challenges, such as the need for reliable internet access for online components. Suryana et al. (2021) found that high school students generally responded positively to flipped learning, appreciating the comfort of pre-learning at home and the active discussions in class. Ardi et al. (2023) used flipped classroom in reading class using a pre-experimental mixed-methods approach, concluding that flipped classrooms offer a fun and engaging learning environment that leads to improved understanding. Overall, these studies suggest that the flipped classroom model can be a beneficial approach, while acknowledging the importance of addressing potential technical barriers and ensuring access for all students.

In response to these challenges faced by IUB sociology students, this study attempted to conduct a classroom action research focusing on investigating the implication of Flipped Learning Model in empowering sociology students' critical reading skill.

Method

Research Design

The researcher was doing a study called Classroom Action Research (CAR). This study began when a problem in teaching and learning was found that needed to be fixed. The solutions should match the actual problem, meaning each problem got its own solution. He followed Kemmis and Mc. Taggart's theory in Asrori and Rusman's (2020) study about action research and It included planning, acting, observing, and reflecting in doing CAR. The researcher served as lecturer, and another lecturer served as observer and there were 2 cycles (each cycle consists of four meetings) as result of this study. Planning was a must is CAR because action planning was the focus of the problem focus in CAR (Saputra et al., 2021).

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Population and sample

There were twelve Sociology students in this study. They were selected to be participants as result of purposive sampling technique. Those students were the subject of the study (Sutoyo, 2021). The students had successfully finished the necessary reading courses. These courses covered basic reading and literal reading. By completing these courses, the students gained important reading skills. In addition, Basic reading helped them understand the fundamentals of reading.

Data collection

The process of data collection was meticulously carried out through a variety of methods, including tests, observations, and interviews. The primary tool used was a test, specifically designed to evaluate the students' critical reading skills. This research followed Saputra et al.'s (2021) study to enhance the quality of observation and data collection. In addition, interviews provide deeper insights into their experiences and perceptions. Interview result is the supplementary data in this research.

Data Analysis Procedure

The goal of this analysis was to track the improvement of the students' critical reading skills. To do so, this research followed Saputra et al.'s (2021) study to enhance the quality of data analysis. This research also paid attention to how to analyze data using cooperative and descriptive methods suggested by Sutoyo's (2021) study. This was measured by the increase in the percentage of learning completeness. Learning completeness refers to the extent to which the students have mastered the critical reading skills taught in the course. As the course progressed, an increase in the percentage of learning completeness was observed, indicating an improvement in the students' critical reading skills. In addition, Islamic university of Balitar used 75 score as the standard of learning completeness in this study. In addition, there were three ways to analysis CAR data (Sutoyo, 2021). This research utilized a descriptive approach in doing data analysis.

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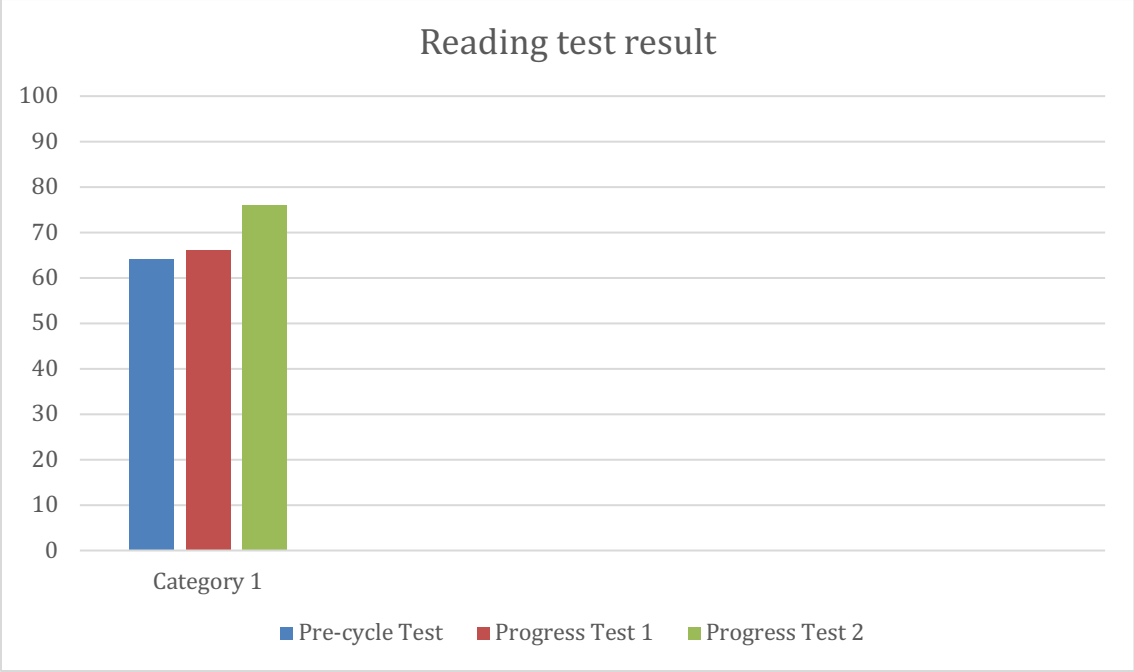
Finding and discussion

Findings

Preliminary study

In this section, the Sociology students showed that they were still below standard of mastering reading skill. It happened because they had a mean score of 64 in preliminary study. Based on the interview data, the students lacked vocabulary skills. It meant that They often struggled to distinguish between the main idea and the supporting details, leading to confusion and misunderstanding of the text. They tend to be dependent learners because the students were unable to interpret the underlying meanings or implications in the text; instead, they understood the text in a strictly literal sense. The summary of Sociology students' critical reading could be seen in the following chart.

Figure 1. The Sociology student's critical reading



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Based on figure 1 above, the lecture conducted a pre-cycle test. Before implementing the flipped learning model in the classroom, the lecturer undertook a comprehensive preliminary study. This initial study was a crucial step in the process, as it laid the groundwork for the successful implementation of the flipped learning model. The lecturer evaluated the students' learning styles, their prior knowledge. This information was crucial in designing a flipped learning model that was tailored to the students' needs. Moreover, they could not meet the criteria of success (75 of score). The minimum score was 24 and the maximum score was 64, so the mean was 41.5 in this section.

After implementing Flipped Learning Model in cycle 1, the students gained significant results, but they could not meet the criteria of success. In this cycle, the maximum score was 80 and the mean score was 66.56. It indicated that the researcher needed to conduct the next cycle.

In progress test 2, the sociology students could get the maximum score of 88. Based on the rubric, the mean score based on figure 1 above was 76.31. It indicated that they exceed the criteria of success. This score represented the pinnacle of understanding and application of the course material. The students' performance was evaluated based on a carefully designed rubric, which provided a structured and objective way to assess their knowledge and skills. Moreover, the mean score achieved by the students, as depicted in Figure 1, was 76.31. This score is significantly higher than the average, indicating that the students not only met but exceeded the established success criteria. The success criteria were set to ensure a thorough understanding and application of the course material.

Observation result

Out of class Observation

A systematic observation was carried out in each meeting to monitor the students' participation in learning activities outside the classroom. This observation was an integral

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part of the learning process, providing valuable insights into the students' engagement, commitment, and progress.

The students were assigned a worksheet, which they were expected to complete within a week. This worksheet was designed to reinforce the concepts taught in class and provide the students with an opportunity to apply their knowledge in a practical context. The completion of the worksheet was not just a task, but a measure of the students' understanding and their ability to apply what they had learned.

At the end of the week, the students were required to submit their completed worksheets back to the lecturer. This allowed the lecturer to assess the students' work, provide feedback, and gauge the results of the observation were quite revealing. A significant majority of the students, 85% to be precise, were able to complete the assignment before the due time. This is a testament to their dedication, time management skills, and their understanding of the course material.

However, about 15% of the students exceeded the due time. This could be due to various reasons such as other commitments, difficulty in understanding the material, or poor time management. These students might need additional support to help them keep up with the coursework. Rahman et al. (2020) added that the lecturer might find some challenges in out of class. The challenges could be done by doing discussion and more preparation (Rahman et al., 2020).

In class observation

a. learning participant

During the initial cycle of the study, the students majoring in sociology demonstrated a commendable level of cooperation. A significant majority, precisely 88%, adhered to the lecturer's instructions, indicating their respect for the educational process and their commitment to learning.

Furthermore, 80% of the students not only completed their tasks thoroughly but also actively participated in class discussions. This active participation was a positive sign, suggesting that the students were not just passive recipients of information, but were

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actively engaging with the material, asking questions, and contributing their own ideas and perspectives.

However, despite these positive indicators, the mean score of the test conducted during this cycle did not exceed the established success criteria, which was a score of 75. This suggests that while the students were cooperative and participative, they were still struggling with the academic content. This struggle was further evidenced by the observation that the students seemed to be heavily dependent on teacher assistance.

In the second cycle of our educational program, the researcher had observed a remarkable enhancement in student behavior. During the previous cycle, the researcher noted that 87.5% of the students adhered to the lecturer's instructions. However, in this current cycle, the researcher was pleased to report that every single student has been following the lecturer's directions without exception.

In the realm of class participation, there had been a significant leap as well. In the preceding cycle, 80% of the students were actively engaged in class discussions. Now, in this cycle, researchers had reached a milestone where 100% of the students are actively participating in class discussions. This meant that every student was now contributing their thoughts and ideas, fostering a more vibrant and dynamic learning environment.

Moreover, when it came to voluntarily answering questions, the researcher had seen a substantial improvement. In the previous cycle, only 60% of the students felt comfortable enough to answer questions of their own accord. However, in this cycle, the figure had risen to an impressive 85%. This indicated a growing confidence among the students in expressing their understanding and knowledge.

In summary, the second cycle had brought about significant improvements in student behavior, participation, and engagement, marking a successful progression in researcher's educational program. Evaluation, comparison, and good preparation might contributed to successful flipped learning model (Rahman et al., 2020).

b. learning performance

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In the first cycle, it was observed that only 40% of the students studying Sociology were able to effectively summarize the reading material. In addition, this data was taken from the observation list from the lecturer. This was a critical skill in the academic study of Sociology, which often involved the analysis of complex texts and theories. However, the ability to summarize the material was only one aspect of effective reading.

In addition to summarization, these students demonstrated only a 50% proficiency in decision-making skills related to the theme of the reading. This suggested that while they were able to understand and condense the information, they struggled to make effective decisions about the relevance and importance of the information in relation to the overall theme.

Effective reading was not just about understanding the words on the page, but also about analyzing the information, synthesizing it with what you already know, and making decisions about its relevance and importance. According to experts in the field (2018) , an effective reader would perform a thorough analysis of the reading material. This enabled the reader to retain useful information and decided the target or the main focus of the reading.

In cycle 2, there was a significant improvement in the students' summarizing skills, which increased from 40% to 70%. This marked improvement was particularly noticeable during the implementation of the flipped learning model in reading. The flipped learning model, which involved students reviewing material at home and then applying their knowledge in the classroom, seemed to have a positive impact on the students' ability to summarize the reading material.

In addition to the improvement in summarizing skills, the students' decision-making skills in Sociology also saw an enhancement. These skills improved from 50% in the previous cycle to 65% in the second cycle. Decision-making skills are crucial in Sociology, as they enable students to determine the relevance and importance of different pieces of information in relation to the overall theme of the reading learning behavior. Using flipped

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learning model, the students could easily accepted the new instruction from the lecturer (Rahman et al., 2020).

Interviews Result

The interview data showed that flipped learning model is effective in reading skill for Sociology students. 90% of students agreed that this model affects their reading skills. Here are some of the transcripts of the interview.

"I have the flexibility in reading class" interviewee 1

Interviewee 1 argued that reading skill must be done in ESP class. He believed that the lecturer would help the students to learn the reading material based on education theme in Sociology. During the implementation of flipped classroom, the students were surprised because the student had an option to learn the material via desktop at home. The lecturer also showed another way to learn outside of the classroom, including using a laptop at home and using a laptop at café.

In the study conducted by Young and Moran (2017), Futton highlighted the benefits of adopting a flipped classroom model in education. The primary advantage of this model was the flexibility it offered in learning. Unlike traditional classroom settings where the pace was often set by the curriculum or the teacher, a flipped classroom allowed students to learn at their own pace. This flexibility could be particularly beneficial for students who might need more time to understand complex concepts or theories.

Moreover, the flipped classroom model could teach sociology students to be responsible. Responsibility in this context went beyond just completing assignments on time. It included being responsible for one's own learning, actively participating in online discussions, respecting others' opinions, and contributing to the virtual learning community in a positive and constructive manner. To do so, the lecturer needed to motivates the students in reading class, so they would have the responsibility in language learning (Young & Moran, 2017).

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Discussion

In the initial stages before the implementation of the Flipped Learning Model, students lacked the self-initiative to practice their reading skills. They were largely dependent on classroom instruction and did not actively seek to improve their reading skills outside of the classroom environment.

However, with the introduction of the Flipped Learning Model, a significant change was observed. Over the course of two learning sessions using this model, students were able to gain a deeper understanding of the topics discussed. This was likely due to the fact that the model encouraged active learning and student engagement, allowing students to learn at their own pace and apply their knowledge in a practical setting. According to Bond's (2020) study, flipped classroom model increased students engagement and it would affect the classroom atmosphere.

Most notably, the implementation of the Flipped Learning Model led to a substantial increase in students taking the initiative to practice their reading skills. The percentage of students showing self-initiative skills rose dramatically from 50% in the first cycle to 85% in the second cycle. This suggested that the Flipped Learning Model not only enhanced understanding and engagement but also fosters a sense of responsibility and self-motivation among students. According to Bond's (2020) study, this model increased enjoyment and students participation in classroom.

In the first learning session following the implementation of this model, there was a marked increase in student participation. Approximately 80% of students actively participated in class discussions. This was a significant increase when compared to traditional teaching methods, where student participation often tends to be lower. By the second cycle, the level of participation had increased even further. Remarkably, all the students participated in class discussions. This universal participation was a testament to the effectiveness of the Flipped Learning Model in engaging students and promoting

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active learning. Bond's (2020) study added that not only students participation but student-teacher relationships were improved through this model.

The implementation of the Flipped Learning Model could significantly enhance personalized feedback in a reading class. This model transformed students from passive readers into active readers by engaging them in the learning process. It encouraged students to think critically about what they are reading, thereby fostering a deeper understanding of the material. feedback was the main desert in flipped class for ESP students (Voss & Kostka, 2019).

To facilitate this transformation, the lecturer provided students with opportunities for peer review and discussion. One of the solutions for providing feedback was the implementation of a face-to-face discussion and polling system (Voss & Kostka, 2019). These sessions served as platforms for students to exchange ideas, clarify doubts, and gain diverse perspectives on the reading material. They also played a crucial role in improving students' summarizing skills.

Summarizing was a key skill in reading as it helped students identify the title and the basic theme of the passage. It required students to distill the main ideas from the text, thereby promoting a comprehensive understanding of the material. Through the process of summarizing, students learned to discern the most important information from the text, which aided in their comprehension and analysis of the reading material. When students attempted to comprehend and analyze the reading material, they were essentially working to increase their retaining capacity. According to experts (2018), the act of analyzing a text not only enhances understanding but also improved memory retention. This was because the process of analysis involved actively engaging with the text, which helped to cement the information in the students' minds. Zheng et al. (2020) added that summarizing was important in reading because it highlighted what was important in passage.

Therefore, the Flipped Learning Model, with its emphasis on active learning and personalized feedback, could be a powerful tool in enhancing students' reading skills. By

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promoting active reading, peer review, and discussion, it helped students improve their summarizing skills, comprehension, and retaining capacity, thereby fostering a more effective and engaging learning experience. Peer review and discussion were the evidence of lecturer preparation for the success of flipped learning model (Rahman et al., 2020).

Conclusions

The implementation of the Flipped Learning Model has the potential to significantly empower Sociology students' critical reading skills by fostering an environment conducive to active learning and deep understanding. This innovative teaching strategy involves students reviewing material at home and then applying their knowledge in the classroom. In the context of Sociology, where students are often required to read and analyze complex texts and theories, the Flipped Learning Model can be particularly beneficial. By allowing students to review the material at their own pace outside of class, they are able to spend time grappling with difficult concepts and ideas, which sets the stage for more productive in-class sessions.

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