



Implementation of the Flipped Classroom Learning Model to Improve Students' Language Skills at MI Miftahul Jannah

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ABSTRACT

This study examined the effectiveness of the flipped classroom model in improving language proficiency among 20 fourth-grade elementary students at MI Miftahul Jannah, Kedung Supit. The flipped classroom approach allows students to independently review materials before class, maximizing in-class time for interactive and collaborative learning. Employing a qualitative research design with experimental pre-test/post-test components and descriptive methods, data were collected via observations and interviews. Analysis involved data reduction, presentation, and conclusion drawing. Language proficiency assessments and motivation questionnaires served as instruments. Results showed the flipped classroom significantly enhanced students' language abilities, particularly in speaking and writing, and fostered greater enthusiasm and engagement. The model's implementation involved three phases: pre-class material review using worksheets; in-class discussions and exercises guided by the teacher; and post-class formative assessments. A notable improvement in listening and speaking skills was observed. Previously, students struggled with main ideas, new vocabulary, and expressing opinions due to time and improper language use. After adopting the flipped classroom, 15 of 20 students demonstrated significant progress, outperforming traditional methods. Furthermore, motivation questionnaires indicated increased student drive. This research confirms the flipped classroom as an effective strategy for boosting elementary language proficiency and offers a valuable resource for innovative teaching practices.

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INTRODUCTION

Language serves as the primary means of communication, enabling individuals to interact and exchange information. Through language, one can express ideas, thoughts, and emotions, both verbally and in writing. Additionally,

language plays a crucial role in establishing clear, effective, and efficient communication (Hastomo et al., 2025).

Language learning plays a crucial role in education, as language serves as the primary means of communication in daily life. Moreover, language contributes to the formation of identity, culture, and societal development. Therefore, the learning process aims to achieve educational objectives as outlined in the school curriculum. Formal language learning encompasses four main skills: listening, speaking, reading, and writing. These skills are interconnected and contribute to enhancing students' language proficiency (Adnyana, 2022).

In the Indonesian language subject, mastering these four skills plays a vital role for students. They serve as the primary foundation in developing effective and communicative language proficiency. With these skills, students are expected to become more communicative, creative, and capable of competing in the era of globalization.

Every individual has good thinking abilities, but language skills can vary. Although someone may have many great thoughts, not all of them can be expressed or translated into actions. However, what is conveyed often reflects one's thoughts and behavior. Therefore, language is not only a means of communication but also shapes identity, character, and patterns of thinking (Diana, 2020).

The flipped classroom learning model plays a role in improving language skills such as listening, speaking, reading, and writing. During the learning process, the interaction between educators and students emphasizes listening and speaking skills so that messages are conveyed clearly, ensuring effective communication and achieving learning objectives (Farida et al., 2019).

These skills play an important role in ensuring that learning remains active and achieves the intended objectives. Listening and speaking have an equally significant role in communication, as they complement each other. Daily writing activities are closely related to listening, as they involve understanding and absorbing spoken information. Meanwhile, speaking involves pronunciation, expression, and the clear and effective delivery of ideas, opinions, and explanations (Mandasari et al., 2025).

Not all students have optimal skills in listening and speaking. When listening skills are impaired, speaking ability also tends to be affected. In practice, many students struggle to express their opinions. Some of them experience difficulties in choosing the right words, feel anxious when speaking in public, or lack confidence in conveying their ideas (Mirdad, 2020). The lack of self-confidence is suspected to be related to limitations in mastering the Indonesian language properly and correctly.

Based on the results of observations conducted at MI Miftahul Jannah Kedung Supit, it was found that some students still face difficulties in developing their language skills optimally. Among all the assessed students, five had impairments in

speaking, while four others experienced difficulties in listening. These challenges stem from their inability to fully understand the material delivered by the teacher. Additionally, some students tend to be reluctant to answer questions or participate in presentations in front of the class due to feelings of shame and a lack of self-confidence.

Some students also experience anxiety and nervousness when asked to answer questions or present material in front of the class. This lack of self-confidence is suspected to be related to their limited mastery of the Indonesian language properly and correctly. Therefore, a more systematic and intensive training approach is needed in the aspects of speaking and listening. With well-planned, structured, and effective training, it is expected that students' communication skills will improve and their self-confidence will grow.

A learning model is a structured framework that explains effective methods for engaging students during the learning process. In the field of education, this model is used as a guideline for educators in designing and implementing classroom learning activities (Herlina et al., 2022). With proper planning and implementation, educators can create a more optimal learning process by adapting to the characteristics of students, ensuring that educational goals are achieved to the fullest. Therefore, a learning model not only serves as a guideline for educators but also plays a role in shaping a more effective learning experience for students.

With the advancement of the digital era, the education curriculum has also undergone changes to adapt to current needs. Therefore, the government continues to strive to improve the quality of education in Indonesia through the development of the currently implemented curriculum. One of the latest innovations in the education system is the *Merdeka Curriculum*, which was introduced by the Minister of Education, Culture, Research, and Technology, Nadiem Anwar Makarim. This curriculum is designed to create a more flexible learning system, encourage freedom of thought, and enhance students' independence in their learning journey (Daga, 2021). In addition, the *Merdeka Curriculum* also aims to equip students with the ability to adapt to the increasingly rapid changes in today's modern era.

The *Flipped Classroom* approach is an innovative method in the field of education. In this approach, students take a more proactive role in understanding the material, as they are given assignments and learning resources before the classroom session begins. This allows classroom time to be used more effectively for in-depth discussions and exploration (Farida et al., 2019).

This strategy transforms the conventional learning model by reversing the roles of in-class and out-of-class activities. With the advancement of the digital era, the education system continues to evolve to become more creative and adaptive to changing times. It is predicted that learning methods like this will become increasingly popular in the future, as they offer effectiveness and efficiency in the teaching and learning process.

Several previous studies have shown that the use of instructional videos can enhance learning effectiveness, make it more engaging, and save educators' time by reducing the duration of in-class lectures (Chandra et al., 2016). Additionally, the use of videos encourages students to independently study the material before each session begins, increasing their confidence as they already have prior understanding. This enables a more interactive and engaging learning experience, ultimately contributing to improved academic performance (Utomo, 2023).

The language skills of students at MI Miftahul Jannah still need improvement, particularly in the aspects of listening and speaking, especially through the implementation of the *Flipped Classroom* model. This learning approach is considered an effective strategy for developing students' language skills. By providing learning materials before each session begins, students have more time to gain a deeper understanding of concepts. This allows them to focus more on discussions, exercises, and various in-class activities aimed at strengthening their language skills. Therefore, this study will further examine the implementation of the *Flipped Classroom* model in enhancing students' language skills at MI Miftahul Jannah.

METHOD

This study applies a qualitative method with a descriptive approach, aiming to explore and analyze the phenomena occurring in the environment of *Madrasah Ibtidaiyah* through the implementation of the *Flipped Classroom* model. This method was chosen because it allows researchers to gain a deeper understanding of experiences, perspectives, and responses from teachers, students, and parents regarding the use of the *Flipped Classroom* model in improving students' language skills at *Madrasah Ibtidaiyah* (Abdussamad, 2021).

The qualitative approach is used because it examines an object in its natural condition, where the researcher acts as the primary instrument in data collection (Kusumastuti & Khoiron, 2019). The data collection techniques used include triangulation, while data analysis is conducted inductively. The results of qualitative research focus more on interpreting a phenomenon rather than merely generalizing findings (Sari et al., 2022).

This research was conducted at MI Miftahul Jannah, located on Raya Bentaran Street, Dawuhan, Kedung Supit, Wonomerto District, Probolinggo Regency. The data collection techniques in this study included interviews conducted with the school principal, Indonesian language teachers, fourth-grade students, and students' parents to gain insights into their perspectives on the implementation of the *Flipped Classroom* model.

A total of 20 fourth-grade students participated in this study. Additionally, the observation method was applied to directly examine how the learning process using the *Flipped Classroom* model takes place in the classroom. Meanwhile, the

documentation technique was used to collect data related to students' learning outcomes to support the analysis of this research.

The data analysis process in this study was carried out using a qualitative descriptive approach, which includes data processing, result presentation, and conclusion drawing. This analysis aims to organize and interpret the information obtained through interviews, field observations, and documentation systematically (Roosinda et al., 2021).

The stages of data analysis include categorizing information into specific groups, breaking down data into smaller parts, identifying patterns, and filtering the most relevant information for further examination. Additionally, data synthesis is conducted to ensure that the analysis results can be clearly understood, both by the researcher and other relevant parties (Nartin et al., 2024).

RESULTS AND DISCUSSION

The Implementation of the Flipped Classroom Learning Model to Improve Students' Language Skills at MI Miftahul Jannah

Based on the results of interviews and observations with the fourth-grade Indonesian language teacher, it was found that one of the learning models implemented at MI Miftahul Jannah to improve students' language skills is the *Flipped Classroom*. This approach is part of *Blended Learning*, which combines face-to-face learning with online methods (Andewi & Hastomo, 2022).

The implementation of this model provides flexibility for students to access various learning materials before classroom sessions, allowing them to be more active in developing their listening and speaking skills. As a result, learning becomes more interactive and encourages greater student engagement in the learning process.

In line with previous research, the use of e-learning has been proven to have a positive impact on enhancing the effectiveness of learning (Ramadhan et al., 2022). These findings indicate that the utilization of technology in education can serve as an efficient alternative, especially in supporting the teaching and learning process in today's digital era.

Flipped Classroom is a learning method that adopts a Student-Centered Learning (SCL) approach, where the teaching and learning process is no longer centered on the teacher but is more oriented toward students. This approach aims to maximize the effectiveness of classroom time, making learning more interactive.

In this model, the material is delivered in advance through videos or other learning resources, allowing students to understand concepts independently before face-to-face sessions. Thus, classroom time can be used more productively for in-depth discussions and the application of concepts through assignments (Rahmadani et al., 2022).

At MI Miftahul Jannah in the 2023/2024 academic year, the implementation

of this method in Indonesian language learning consists of three main phases: Pre-Class, which focuses on initial understanding of the material; In-Class, which is used for interactive activities and concept reinforcement; and Out-of-Class, which aims for evaluation and reflection on the material that has been learned.

In the Pre-Class phase, students are given the opportunity to learn the material independently through online learning resources, according to the guidelines prepared by the teacher. Meanwhile, in the In-Class phase, the teacher facilitates learning by conducting a brief review of the material previously studied online. After that, a question-and-answer session is conducted to clarify students' understanding and deepen the concepts that have been learned.

After this phase, the learning process continues with collaborative discussions, where students work in groups to complete assignments before moving on to individual exercises. Meanwhile, in the Out-of-Class phase, students are asked to reflect or conduct self-evaluation on the material they have learned throughout the learning process.

These stages align with the results of previous research, which stated that the implementation of the Flipped Classroom model in learning consists of three main phases: Pre-Class, In-Class, and Out-of-Class (Yahya et al., 2020).

Language skills comprise four main aspects: listening, speaking, reading, and writing. Listening and reading are categorized as receptive skills, which function in receiving and understanding information from various sources. Meanwhile, speaking and writing fall under productive skills, enabling individuals to generate and convey information to others.

The language skills taught in the general school curriculum encompass these four aspects, where each skill is interconnected and mutually influential (Kamaruddin et al., 2022). The interaction between receptive and productive skills is a crucial factor in developing more effective language proficiency in both academic and social environments.

At MI Miftahul Jannah, listening and speaking skills play a crucial role in the learning process. Through speaking exercises, students can develop their communication skills more effectively, both in the school environment and in daily life, in accordance with their emotional development level.

Listening and speaking are two interconnected skills. Listening enables a person to receive information, while speaking functions to produce and convey messages to others. In direct communication, the roles of the listener and speaker can alternate, especially in situations such as discussions or question-and-answer sessions. Therefore, to become a good speaker, one also needs to have optimal listening skills.

The results of observations in Grade IV at MI Miftahul Jannah indicate that listening instruction has not yet been optimized. This has impacted the students' low speaking skills, highlighting the need for improvements and reinforcement in

the learning process.

Therefore, a more effective strategy is required to enhance listening and speaking abilities so that students can communicate better in various situations. Below is a table of students' language skills at MI Miftahul Jannah, Kedung Supit.

Table 1. Classification of Language Skills of Grade IV Students at MI Miftahul Jannah

Language Skills	MF
Listening	3 4
Speaking	2 4
Reading	1 2
Writing	2 2
Number of Students	8 12

The obtained data indicate that students' listening and speaking skills are still relatively low, requiring more attention in the classroom learning process. One proven effective method for improving language skills is the Flipped Classroom model.

This approach offers a more innovative learning method, where students are given the opportunity to study independently at home through pre-prepared materials. Classroom time is then utilized for discussions, collaboration, and direct practice, leading to a significant improvement in their language skills.

The implementation of the Flipped Classroom has brought positive changes in Indonesian language learning. This method creates a more engaging and interactive learning environment, motivating students to develop their language skills further (Pudjianto et al., 2021).

The initial observation results conducted together with the Principal of MI Miftahul Jannah Kedung Supit indicate that the choice of learning model plays a crucial role in increasing students' learning interest. When students are enthusiastic about participating in the learning process, their understanding of the delivered material also becomes more optimal.

Before the implementation of the independent curriculum, the teaching methods at MI Miftahul Jannah still relied on conventional approaches, such as lectures and mandatory question-and-answer sessions. This learning model often caused students to quickly feel bored, become less motivated, and was less effective in developing their listening and speaking skills.

The Implementation of the Flipped Classroom Learning Model to Improve Students' Language Skills in the Pre-Class Phase at MI Miftahul Jannah

In the implementation of the Flipped Classroom model, the fourth-grade Indonesian language teacher introduced the concept of the Flipped Classroom to students before fully applying the model. The teacher explained that this approach allows students to study lesson materials independently at home using instructional videos, worksheets, or other learning resources, so that classroom

time can be utilized more effectively for interactive activities.

This model not only helps students gain a deeper understanding of the material but also enhances their speaking skills, as they are given opportunities to actively participate in class discussions. After introducing the concept, the teacher ensured that students had adequate access to independent learning at home, such as a stable internet connection and supporting devices like laptops or mobile phones.

The Pre-Class phase is the initial stage in the implementation of the Flipped Classroom learning model, where students are expected to study the material independently before the classroom learning session begins. In this phase, students need to understand and memorize key concepts that will be discussed so they can participate more actively in class discussions (Andrini et al., 2019). The goal of this stage is to ensure that students have sufficient prior knowledge so that when they enter the main lesson session, they can participate in a more interactive and collaborative learning process.

Based on discussions with the fourth-grade Indonesian language teacher, it was found that before the learning activity began, the teacher had prepared modules and instructional videos related to the topics "*Satu Titik*" and "*Asal-Usul*." These materials were delivered to students through educational videos on YouTube, which were then shared in the class's WhatsApp group. Students were assigned to listen to or watch the videos as a preparatory step before classroom learning.

Additionally, students were instructed to take brief notes or summarize the material they had learned. The teacher provided guidance on key aspects that needed to be noted, such as identifying the main idea, recognizing characters in a story, understanding literary elements and character traits, and summarizing the moral messages embedded in the text. Furthermore, students were also trained to identify and comprehend new vocabulary encountered in the reading materials or videos, ensuring that they understood the meaning within the context of the discussed material.

In home-based speaking activities, students were encouraged to discuss the material they had learned with their parents or siblings. The goal of this discussion was to reinforce their understanding through idea exchange and speaking practice. Moreover, parental involvement in this process could be facilitated by asking guiding questions based on the content of the instructional videos the students had watched. By answering these questions, students were not only practicing their speaking skills but also testing how well they had understood the material.

Parental participation in the home learning process has multiple benefits. In addition to helping improve children's language skills, these interactions also strengthen the bond between parents and children within the context of education. Discussions with several parents indicated that they felt more engaged in their children's academic development, particularly in supporting language skill

improvement. They also appreciated the opportunity to contribute directly to their children's learning process. However, some parents faced challenges related to time constraints and availability, mainly due to work commitments or other responsibilities.

The Implementation of the Flipped Classroom Learning Model to Improve Students' Language Skills In-Class at MI Miftahul Jannah

In the in-class learning phase, students are given the opportunity to apply and analyze the material they have previously learned through various interactive activities. These activities may include group discussions, presentations, and collaborative projects aimed at deepening students' understanding of the material. Effective classroom management by the teacher plays a crucial role, as proper management can enhance students' learning motivation, make the learning process more effective, and optimize the learning outcomes achieved by students (Bangun & Naphiah, 2021).

Therefore, teachers play a crucial role in creating a supportive and conducive learning environment. With the right approach, teachers can help students achieve a better understanding, develop critical thinking skills, and maximize their potential in learning.

Based on observation results, the implementation of the Flipped Classroom learning model in improving students' language skills in Indonesian language learning for Grade IV at MI Miftahul Jannah consists of several stages. At the beginning of the lesson, the teacher first prepares students mentally and physically by conducting an initial perception activity to explore their prior understanding of the topics "*Satu Titik*" and "*Isal-Usul*," which will be studied. Additionally, the teacher explains in detail the learning objectives, expected competencies, and achievement indicators that students should attain.

As an initial step in implementing this model, the teacher also determines group divisions and the learning methods to be applied. By providing a clear explanation of the learning system, students gain a better understanding of the process and objectives, enabling them to participate in learning more optimally.

In the core activity, the teacher ensures that students are ready for the lesson by confirming that they have watched the assigned video beforehand. Once all students confirm they have watched it, the teacher asks them to recall their understanding of the material. Students are also given the opportunity to ask questions and discuss difficulties they encountered while trying to understand the material.

Furthermore, students are divided into small groups of five. Each group is given about 15-20 minutes to discuss and answer the questions provided by the teacher. Through these discussions, students not only gain a deeper understanding

of the material but also practice critical thinking, teamwork, and confidence in speaking.

After the discussion session ends, each group presents their findings in front of the class for about 10-15 minutes. During the presentations, other groups are encouraged to ask questions and provide feedback, fostering active interaction that supports students' comprehension.

According to Ms. Sumiati, the teacher plays an essential role in this process. In addition to providing feedback on students' presentations, the teacher also supplements missing information and clarifies concepts that are still unclear. Thus, in this learning approach, the teacher acts as a facilitator guiding students, a motivator encouraging active participation, and a source of knowledge assisting students in developing critical and creative thinking skills.

At the end of the lesson, the teacher reviews and summarizes the key points from the topics "*Satu Titik*" and "*Isal-Usul*." Additionally, the teacher provides a conceptual assessment to maintain students' interest and motivation in learning. Constructive feedback and appreciation for students' participation are crucial in this process, as they encourage students to build confidence in practicing correct speech patterns. Consequently, students' interest in learning increases. This aligns with Dey's theory, which highlights that teacher support and motivation play a crucial role in students' skill development.

Observations and interviews in the field indicate that during the first week of implementing the Flipped Classroom model in Grade IV at MI Miftahul Jannah, students were still adapting to this method. Some experienced confusion regarding the assignments to be completed at home before the lesson. In class, only a few students actively answered questions, while most appeared hesitant and lacked confidence in participating. Some students also needed additional explanations and guidance in understanding the material they had studied independently. Therefore, the teacher played a crucial role in providing further explanations and extending discussion sessions to help students better understand and familiarize themselves with this learning approach.

In the second and third weeks, students began adapting to the method, showing increased participation and preparedness in studying the material before class sessions began. In class, their listening skills improved. Some students, such as Alwi and Aldiba, who initially struggled to comprehend information, as well as Altiqoh, Alyui, and Andika, who faced difficulties identifying the main idea of the topic "*Satu Titik*," showed progress in understanding and identifying key ideas, although not yet perfectly.

Additionally, improvements were observed in four students—Tyas, Faitha, Yudi, and Bayu—who initially could identify only three new vocabulary words but later increased their ability to recognize more than five, though their understanding of meanings still needed improvement.

In terms of speaking skills, four students—Syaifa, Putri, Noval, and Aldi—who were previously passive when asked questions, began gaining confidence in providing responses, though their accuracy needed improvement. Meanwhile, Luqman, Ica, and Rizal, who initially lacked confidence and frequently used everyday language during classroom discussions, showed progress in choosing more appropriate words, though their formal speaking demeanor still required refinement.

Significant improvements were also seen in three other students—Nindi, Ziza, and Keyra—who initially struggled with volume control and intonation while speaking but later showed progress in these aspects. Although their speech rhythm was still somewhat rushed and their sentence structure needed clarity, these improvements demonstrated that the Flipped Classroom model not only enhanced academic skills but also boosted students' confidence and communication abilities.

One of the Grade IV students, Tyas, expressed a preference for the Flipped Classroom model over traditional lecture-based learning. According to Tyas, this method made it easier to understand the material, as it allowed for pre-learning at home, followed by discussions in class to clarify any difficulties with the teacher and peers. A similar sentiment was shared by Ica, who felt that this approach helped her become more confident in expressing opinions and asking questions about confusing concepts. As a result, her engagement and motivation in learning increased significantly.

By the fourth week, students' speaking and listening skills showed even greater improvement. Alwi and Aldiba became more proficient in understanding information, while Altiqoh and Alyui improved in identifying the main idea of "Isal-Uisul." Additionally, Tyas, Faitha, Yudi, and Bayu demonstrated a deeper understanding of the meaning of new vocabulary they encountered.

Improvements in speaking skills were also observed in Syaifa, Putri, Baira, and Kaifa, who provided more accurate and relevant responses when asked questions. Confidence also grew in Luqman, Ica, and Rizal, who had previously relied on casual language during class discussions. They now selected more appropriate words and displayed a more respectful demeanor when speaking.

Meanwhile, Nindi, Keyra, and Ziza showed progress in controlling speech volume and intonation. Their sentence structures became clearer, more structured, and fluent. Overall, these positive developments reflected significant improvements in students' language skills, which not only benefited classroom learning but also served as an essential foundation for their future communication skills.

By the fifth week of implementing the Flipped Classroom model, significant improvements were observed in student participation, particularly in discussions and speaking skills. Additionally, students' comprehension of the material they studied independently at home showed substantial progress. This enabled them to engage in learning more effectively, efficiently, and enjoyably.

The implementation of the Flipped Classroom method at MI Miftahul Jannah has been proven to improve students' language skills, particularly in listening and speaking aspects. Based on observations and interviews, it was found that students who participated in learning through this model experienced significant progress in their language skills.

The use of this approach in Indonesian language learning has also yielded highly positive impacts. Students demonstrated a higher interest in learning, found it easier to understand the given material, and became more actively engaged in the learning process. With increased student participation, the learning atmosphere became more interactive, enjoyable, and effective, ultimately supporting the achievement of learning objectives optimally.

The Implementation of the Flipped Classroom Learning Model to Improve Students' Out-of-Class Language Skills at MI Miftahul Jannah

At the final stage of implementing the Flipped Classroom learning model in the "out of class" phase, students are asked to evaluate their understanding through completing assignments or projects related to the material previously studied. Through this activity, students can reflect on their learning and apply it in broader and more relevant real-life situations. Additionally, this evaluation plays a crucial role for teachers in identifying students' comprehension levels, allowing them to adjust teaching strategies for greater effectiveness.

Assessment at this stage is conducted formatively to monitor the extent to which students understand the material delivered through the Flipped Classroom method. This evaluation process not only serves as an indicator of learning success but also provides constructive feedback for both teachers and students. With continuous evaluation, the quality of learning can be consistently improved to achieve optimal educational goals.

Table 2. Daily Score Acquisition of Fourth-Grade Students at MI Miftahul Jannah

NO	Name	Pre-FC	FC
1	AA	70	83
2	AMD	80	88
3	ACAR	65	80
4	AKA	68	78
5	APW	72	88
6	AKN	80	90
7	AA	73	84
8	AK	68	82
9	DA	82	92
10	DES	67	78
11	KN	84	92
12	KN	70	82
13	KZIN	77	88
14	KAF	64	80
15	LAIS	65	78

16	BLA	72	80
17	HRW	70	82
18	MKAA	72	78
19	MAAH	78	85
20	NPA	65	78

Based on the evaluation results, it can be concluded that the implementation of the Flipped Classroom learning model has a significant and positive impact. Before applying this method, many students scored below the Minimum Competency Criteria (KKM). However, after using this model, student scores improved, surpassing the KKM. This finding indicates that the Flipped Classroom approach contributes positively to the development of students' language skills at MI Miftahul Jannah, particularly in listening and speaking aspects.

Moreover, this model has proven to be more innovative and effective compared to conventional teaching methods. By implementing this strategy, students become more active in the learning process, creating a more dynamic learning environment and significantly improving their academic achievements. These findings align with research conducted by Andewi and Hastomo (2022), which highlights a significant difference in learning outcomes before and after the implementation of the Flipped Classroom model.

The Flipped Classroom learning model offers several advantages that benefit students. First, this method enhances student participation in the learning process. By studying the material independently before class sessions begin, students acquire prior knowledge, enabling them to be more focused and engaged in discussions and classroom activities.

Second, learning becomes more flexible and adaptable to individual needs. Each student has the opportunity to understand the material according to their own learning pace and style. Third, interaction and collaboration among students improve because this method encourages more discussions and group collaboration, leading to a deeper understanding of the material.

Another advantage of this model is the integration of technology in the learning process. The use of media, such as instructional videos, allows students to access materials outside the classroom, helping them grasp concepts before the in-class session starts. However, for this method to work optimally, it is crucial to ensure that students genuinely engage in independent learning.

Additionally, the availability of technology should be considered to ensure that all students can access the material effectively. Classroom time management is also a crucial aspect, where teachers must adjust their teaching strategies effectively so that the available time can be maximized for in-depth discussions, concept reinforcement, and skill development.

CONCLUSIONS

The research conducted at MI Miftahul Jannah Kedung Supit indicates that the implementation of the Flipped Classroom learning model has a significant positive impact on improving students' language skills. Particularly in listening and speaking aspects, this method helps students become more confident, creative, and capable of communicating more effectively.

This learning approach, which combines independent study at home with in-class activities, allows students to learn the material independently before class. As a result, classroom time can be optimized for discussions, practice, and application of learned concepts. Evaluation results also indicate a consistent improvement in students' academic performance after implementing this model, with most students successfully achieving scores above the minimum competency standard (KKM).

Moreover, the role of teachers in this learning process has shifted from being mere content providers to facilitators who guide students toward a deeper understanding of the material. Closer interaction between teachers and students fosters a more dynamic and meaningful learning process. Thus, the Flipped Classroom model not only contributes significantly to students' language skills but also creates a more interactive, effective, and engaging learning environment, ultimately supporting overall academic improvement.

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