

From Traditional Teaching to Flipped Classroom Model: Exploring Acehese EFL Students' Perception

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ABSTRACT

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With the rapid advancement of educational technology, students increasingly adapt their learning styles to digital platforms; however, integrating technology effectively into English as a Foreign Language (EFL) instruction remains a pedagogical challenge. Although the flipped classroom model has been widely explored in global contexts, limited evidence exists on how EFL students in Indonesia—particularly in Aceh—perceive and respond to this approach. Contextual factors such as internet access, lecturer readiness, and students' digital habits may influence its effectiveness, yet remain underexplored. This study employed a qualitative design to examine university students' perceptions of the flipped classroom model in EFL learning. Data were collected from 85 students in the third to fifth semesters across three universities in Aceh, all of whom had prior experience with the flipped classroom. The findings revealed that 68% of students perceived the model as more engaging and 67% recommended it to peers, and students' perceptions were generally positive, as they valued the model's interactivity, flexibility, and motivational impact, especially through video-based preparation and in-class collaboration. Four main themes emerged: learning effectiveness, use of video lessons, time management, and English mastery. The study highlights that contextual factors moderate the flipped classroom's success in Aceh. Despite these challenges, the results validate its relevance for Generation Z learners and support its wider adoption in Indonesian higher education. Future research is recommended to conduct longitudinal or comparative studies across regions to deepen understanding of the model's long-term and contextual impacts.



Keywords: *Acehnese EFL Students; Contextual Factors; Educational Technology; Flipped Classroom; EFL (English as a Foreign Language); Learning Effectiveness; Student Perception; Traditional Teaching.*

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INTRODUCTION

Teaching has evolved over the years, and the face of education continues to change (Zainuddin, 2017). In addition to introducing theories and topics to students, developing students' personal and professional skills is also considered important. Therefore, traditional teaching methods need to take a step back, and interactive classroom activities have become a crucial focus. Additionally, the digital developments in the education sector have had a very significant impact on teaching and learning approaches in education. However, engaging students' interest and curiosity through traditional teaching methods is considered a challenge for teachers because today's students have very different characteristics from those of students in the past.

In the context of English as a Foreign Language (EFL) education in Aceh, Indonesia, classroom practices have traditionally relied on teacher-centred instruction, where lecturers dominate explanations while students mainly listen and complete textbook-based exercises. Learning activities frequently emphasize grammar and reading comprehension rather than interactive communication. Consequently, students often become passive recipients of knowledge with limited opportunities to actively practice English lecture (Alexander, 2018; Juliana et al., 2024; Roehl et al., 2013).

. Furthermore, the integration of digital learning tools in language instruction has only gradually developed in recent years. These conditions highlight the need for more innovative pedagogical approaches that can increase student engagement, interaction, and autonomy in learning English.

The role of the teacher as an educator deserves more attention. Some research shows that when teaching is predominantly teacher-centred, learning outcomes are less satisfying and engaging (Hilal Kilil, 2023). Positioning the teacher as a facilitator in the classroom is the best choice for achieving successful learning. Along with rapid technological development, education is also undergoing an essential transformation. One of the innovations emerging in teaching is the presence of the flipped classroom model that changes the paradigm of traditional learning. In traditional learning, most teaching-learning occurs inside the classroom, where educators deliver the material usually through lectures. Then, students are expected to understand the materials and work on assignments.

The outside classroom activity happens if they are not finished with their work or they need a greater understanding of certain topics, the lectures will assign it as homework to allow them to review or deepen their comprehension at home. On the other hand, the flipped classroom flipped these inside and outside classroom activities. The teacher grants access to materials to students before the class starts to make them ready for the class. Afterwards, they come to the class with more enthusiasm and are more active during the learning inside the classroom. In line with

this, [Brame \(2013\)](#) as cited in [J. Edward Bates et al. \(2017\)](#) stated that the flipped classroom embodies active learning, that the teacher requires students to be actively involved in their learning rather than passively receiving information.

The concept of the flipped classroom has the potential to optimize students' learning experiences and enhance material comprehension ([Öztürk & Çakıroğlu, 2021](#)) as cited in [Linling & Abdullah \(2023\)](#). In this model, learning materials that are typically taught in class are provided to students before they come to class through videos, visual presentations, and other learning resources provided by the educator via various media such as educational videos, reading materials, or online resources. Class time is then used for interactive activities that directly involve students, such as in-depth discussions, project collaborations, further exploration of material, and problem-solving. The flipped classroom model is implemented by minimizing direct instruction from the teacher to students on the material and maximizing time for interacting and discussing related issues. This approach emphasizes the use of time both inside and outside the classroom to make learning more effective and to improve students' understanding of the material.

The rise of the flipped classroom has proven to be a highly effective teaching method across various educational contexts. Although flipped learning has shown strong potential across various educational contexts, its implementation in Indonesia—particularly in Aceh—presents several region-specific challenges. Previous studies in Southeast Asia have reported recurring obstacles such as limited internet connectivity, uneven instructor preparedness in producing digital materials, and students' inconsistent discipline in completing pre-class tasks ([Ha et al., 2019](#); [Zainuddin et al., 2024](#)). These issues are also relevant in Aceh, where the reliability of internet access varies significantly across districts, and many lecturers are still transitioning from traditional teaching to technology-supported instruction.

Additionally, students in this region often depend heavily on in-class explanations, making the shift toward self-regulated pre-class learning more demanding. Understanding these contextual particularities is essential because they shape how students perceive and respond to flipped learning. Therefore, investigating EFL students' perceptions in Aceh provides insight not only into their engagement with the model but also into the structural and pedagogical constraints that may influence its effectiveness. Such insights can help both educators and students maximize the benefits of flipped learning. Specifically, understanding how EFL students in Indonesia perceive this approach can inform teaching strategies that enhance language acquisition, engagement, and overall learning outcomes.

Several recent studies have highlighted the application of the flipped classroom model in higher education and language learning contexts. For example, [Ha et al., \(2019\)](#) found that the implementation of flipped learning can increase students'

engagement and self-directed learning abilities at universities in Asia. Research by [Zainuddin et al. \(2024\)](#) and [Gustian et al. \(2023\)](#) also shows that the flipped classroom model has the potential to increase the motivation and participation of EFL (English as a Foreign Language) students in Indonesia and Malaysia. However, most of these studies still focus on cognitive learning outcomes and have not explored students' personal perceptions and emotional engagement with the implementation of this model. More recent studies, such as those by [Linling & Abdullah \(2023\)](#) emphasize that students' perceptions play a crucial role in determining the success of flipped learning implementation. However, there is still limited empirical evidence from the context of EFL learners in Indonesia, particularly in the Aceh region.

This research gap highlights the need for a more contextualized study of how EFL students in Aceh perceive and respond to the implementation of the flipped classroom. Understanding students' attitudes, challenges, and preferences will make a significant contribution to developing more effective, interactive, and culturally appropriate English language teaching practices.

This study utilized a Google form to gather data on Indonesian EFL students' perceptions of the flipped classroom model. The survey aimed to capture students' experiences, challenges, and attitudes toward this learning method. The findings are expected to provide valuable feedback for educators looking to implement or refine flipped classroom strategies in the EFL context. It is expected that after understanding students' needs and preferences, teachers can tailor their approaches to better support language learning in a teaching-learning environment, ultimately leading to more effective and engaging EFL education.

METHOD

This study employed both quantitative and qualitative methods to provide a comprehensive understanding of students' perceptions of the flipped classroom model. The quantitative phase used a structured questionnaire, while the qualitative phase utilized open-ended responses and semi-structured interviews to gain deeper insights into the students' learning experiences. The method of this study outlines four main points related to research design, research subject and procedure, data collection, and data analysis. Further explanation of each point is described as follows:

Research design

This is a case study research with an exploratory case study that aims to examine students' perceptions and feedback toward the flipped classroom ([Creswell et al., 2006](#); [Juliana & Syah, 2021](#); [Setiyadi, 2006](#)). A mixed-methods sequential exploratory design is used. The first phase involved collecting quantitative data on three educational institutions where students have experienced learning using the flipped

classroom model. A Google Form was used in data collection to administer the questionnaire. The findings from this stage elaborate on the results of the first stage.

Research subject and procedure

Participants in this study were purposively selected from universities in Banda Aceh, Indonesia, based on their prior experience with the flipped classroom model in English courses. Researchers collaborated with English lecturers to identify classes that had implemented this model for at least one semester, ensuring eligibility and relevance. A total of 85 students participated, providing authentic reflections grounded in actual learning experiences. This criterion-based purposive sampling guaranteed that the study's findings accurately reflect informed student perceptions rather than theoretical opinions. (Pertwi et al., 2021)

Students were purposively selected from three universities in Banda Aceh, ensuring a balanced representation of 33 males and 52 females across third and fifth semesters to enhance the transferability of findings within similar EFL higher education contexts. The study involved 85 participants, focusing not on statistical generalization but on gaining rich, contextual insights into students' perceptions of the flipped classroom. The questionnaire incorporated both positively and negatively worded items, allowing responses that ranged from agreement to neutrality and disagreement, reflecting diverse and credible experiences rather than solely positive attitudes. This variation strengthens the study's credibility and provides a balanced understanding of students' experiences with flipped learning.

Data collection

A 13-item questionnaire using a 5-point Likert scale was developed to measure students' perceptions of the flipped classroom across four categories: flipped classroom, social media and videos, time management, and English mastery. The study employed a two-phase approach: quantitative data were collected and analyzed descriptively, followed by qualitative data to explore the underlying reasons behind students' attitudes. The data processing included verifying questionnaire completeness, selecting valid responses, scoring based on the Likert scale, and thematically coding qualitative responses to support comprehensive analysis. This method ensured accurate interpretation of students' perceptions and informed the study's conclusions (Aini, 2021; Kent, 2020).

This research was conducted in accordance with ethical research principles. Before collecting the data, the researchers obtained permission from the institutions where the participants were enrolled. Participation in the study was voluntary, and all respondents provided informed consent via an online questionnaire. The purpose of the study and data confidentiality were clearly explained at the beginning of the

survey. No personal information was disclosed, and all data were analyzed anonymously. This study adhered to ethical guidelines for social science research and adhered to the research ethics standards of the relevant institutions.

The research roadmap can be shown below:

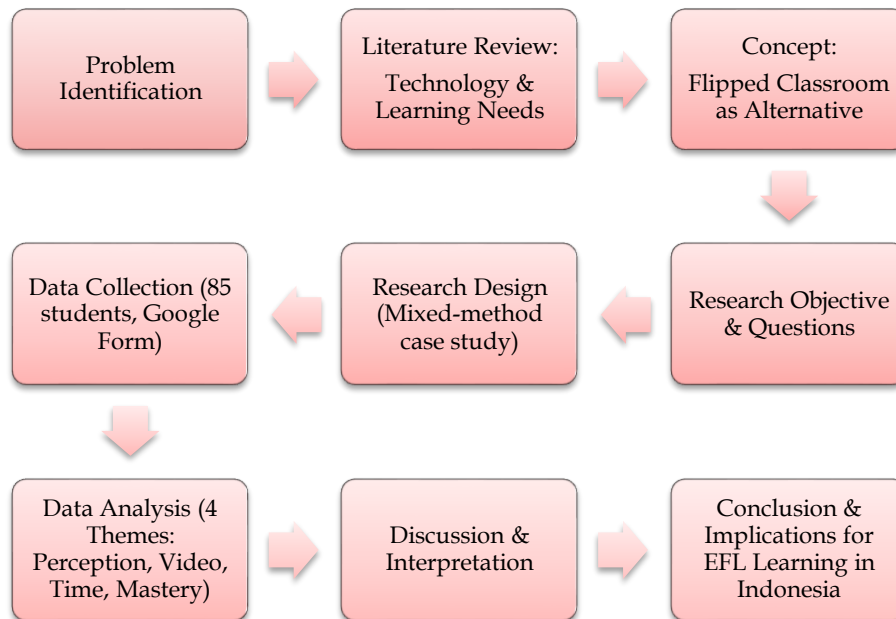


Figure 1: Research Roadmap

RESULTS

This study aims to determine the perceptions of EFL (English as a Foreign Language) students in Aceh regarding the implementation of the Flipped Classroom model. A total of 85 students from three universities in Aceh became respondents in this study. Based on the analysis results, students' perceptions were categorized into four main themes, namely: (1) perceptions of the flipped classroom, (2) use of social media and videos, (3) time management, and (4) English mastery.

1. *Students' Perceptions of Flipped Classroom*

The research results showed that most students had a positive perception of the flipped classroom model. A total of 48.2% of respondents agreed that learning through this model was more engaging than traditional learning. Furthermore, 67.9% of students stated that they would recommend the flipped classroom approach to their peers. Nearly half of the total students (44.7%) also acknowledged that this model provided more opportunities for communication and collaboration with fellow students, while 49.4% reported feeling more motivated to learn English through this model. These findings are consistent with previous studies [Roehl et al., \(2013\)](#) and [Triantafyllou & Timcenko \(2015\)](#) suggesting that the flipped classroom promotes active participation and enhances learner engagement. In this era, students have

grown up with electronics and are much more active than in a traditional classroom lecture (Alexander, 2018; Juliana et al., 2024; Roehl et al., 2013; Triantafyllou & Timcenko, 2015).

Students' perceptions in this study reflect their subjective sense of improvement, such as increased confidence, active participation, and better understanding, rather than objectively measured academic performance. Many reported that the flipped classroom helped them prepare better before class and speak more confidently, interpreting these as signs of learning progress. Qualitative responses reveal that pre-class video lessons reduced anxiety and enhanced readiness for discussion, while promoting peer interaction and collaboration during group activities. These findings suggest that the flipped classroom model improves student engagement and confidence in English use, contributing positively to their learning experience.

Table 1: *Students' Perceptions Regarding the Flipped Classroom*

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Fully Agree
1	The flipped classroom is more engaging than the traditional classroom	4 (4,7%)	21 (24,7%)	19 (22,4%)	29 (34,1%)	12 (14,1%)
2	I would recommend the flipped classroom to my friends	1 (1,2%)	14 (16,7%)	12 (14,3%)	47 (56%)	10 (11,9%)
3	The flipped classroom gives me more chances to communicate with other students	4 (4,7%)	20 (23,5%)	23 (27,1%)	29 (34,1%)	9 (10,6%)
4	I am motivated to learn English using the flipped classroom	1 (1,2%)	26 (30,6%)	23 (27,1%)	28 (32,9%)	7 (8,2%)
5	The flipped classroom has improved my English learning	3 (3,5%)	12 (14,1%)	28 (32,9%)	31 (36,5%)	11 (12,9%)

The application of flipped classes provides many opportunities for students to be more active and interactive in class discussion activities (DPJ & Lengkana, 2023; Susilawati & Khaira, 2021). In addition, the flipped classroom allows students to have more interaction to solve problems or to discuss topics. Students also believe that the flipped classroom is recommended because it gives them more opportunities to communicate with their friends to discuss the materials before class, as well as

increasing their motivation to learn and to improve their English skills (Juliana, 2021, 2022).

2. *The Use of Social Media and Videos*

Video is one of the crucial media in the implementation of the flipped classroom. Approximately 60% of students regularly watched pre-class videos, and 61% enjoyed learning through video materials. However, 81% still preferred direct lecturer interaction, indicating a preference for blended learning. This indicates that students are receptive to the use of digital media in learning.

This means that most students prefer a blended learning approach—a combination of video and face-to-face learning. This result aligns with the findings of Porcaro et al., (2016) that videos enhance understanding and allow students to control their learning pace, but human interaction remains irreplaceable.

Table 2: *Students' Perceptions of Social Media and Videos*

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Fully Agree
6	I regularly watch the video assignment		5 (5,9%)	29 (34,1%)	40 (47,1%)	11 (12,9%)
7	I like watching lessons on video	3 (3,5%)	15 (17,6%)	15 (17,6%)	35 (41,2%)	17 (20%)
8	I would rather watch a traditional teacher lead a lesson than a video lesson		6 (7,1%)	10 (11,8%)	22 (25,9%)	47 (55,3%)
9	Social media (YouTube, Facebook, TikTok) is not an important part of my learning.	11 (12,9%)	40 (47,1%)	29 (34,1%)	5 (5,9%)	

Students enjoy watching videos multiple times to improve their understanding of the material. The flipped classroom allows students to replay the video whenever they find difficulties in understanding the subject until they can follow the core of the material. In the flipped classroom, the video acts as a “substitute” for teachers, as they usually cover content that teachers would normally deliver in person (Palazón-Herrera & Soria-Vílchez, 2021). Based on various studies, videos have a positive effect on learning (Tani et al., 2022; van Alten et al., 2020) and increase students' motivation to continue their learning process (Alkathiri, 2019; Gligora Marković et al., 2014). However, some students showed their preference for traditional learning with the lecturers' guidance in the learning process.

Students also highlighted specific advantages of video-based learning in the flipped classroom. Many respondents emphasized that videos could be paused,

replayed, or fast-forwarded depending on their level of understanding. For example, some students reported that when they encountered unfamiliar vocabulary or complex explanations, they paused the video to review the content or search for additional information. Others mentioned that replaying certain parts of the lesson helped them better understand pronunciation and sentence structures. This flexibility allowed students to control their learning pace and revisit difficult material, which is often not possible during traditional classroom lectures.

3. Time Management

About 65% of students reported better time efficiency in the flipped classroom. They spent less time on traditional homework and more time engaging in active class discussions.

Table 3: Students' Perceptions of Time in Flipped Classroom

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Fully Agree
10	I spend less time working on traditional English homework	1 (1,2%)	9 (10,6%)	20 (23,5%)	33 (38,8%)	22 (25,9%)
11	The flipped classroom gives me less time to practice English	3 (3,5%)	12 (14,1%)	28 (32,9%)	31 (36,5%)	11 (12,9%)

These findings support research by [Usmadi \(2019\)](#) and [Kurnia \(2018\)](#) which demonstrated that flipped learning fosters self-directed learning and flexibility. Students' comments also revealed that the flipped classroom helped them organize their learning time more effectively. Several participants stated that studying the materials through videos before class enabled them to understand the basic concepts in advance, allowing classroom time to be used more productively for discussion and clarification. Some students reported that they spent less time completing homework because the main explanations had already been reviewed independently before class. This preparation encouraged students to develop more responsible and self-regulated learning habits.

4. English Mastery

More than 78% enjoyed online quizzes and interactive tools, and about 50% believed their English skills improved. Students valued the ability to review materials independently and appreciated the integration of technology to support mastery

learning. Furthermore, 50.5% of students agreed that the implementation of the flipped classroom improved their English learning abilities (Asma et al., 2023; Juliana & Syah, 2021).

Combining self-paced learning, interactive videos, and collaborative classroom activities enhances EFL students' learning outcomes and motivation. Students reported that watching English instructional videos improved their listening skills through exposure to authentic pronunciation, while classroom discussions offered chances to practice speaking and opinion expression. Additionally, online quizzes motivated learners by providing immediate feedback, enabling them to correct mistakes and review relevant materials.

Table 4: *Students' Perceptions of Lesson Mastery in Flipped Classroom.*

Item	Statement	Strongly Disagree	Disagree	Neutral	Agree	Fully Agree
12	I like taking my tests and quizzes online using Google classroom		6 (7,1%)	10 (11,8%)	22 (25,9%)	47 (55,3%)
13	The flipped classroom has improved my learning of English		17 (20%)	25 (29,4%)	32 (37,6%)	11 (12,9%)

Students' active behaviour in learning is a result of the teacher's teaching preparation to provide well-built guidance, interaction, and feedback that enable students to master the material better. Students' involvement mentally, intellectually, and emotionally in learning will have an impact on improving students' mastery of learning materials (Agustini, 2021). It is further reported that they benefited from free access to videos at a time that suited their schedule and learning needs. They also appreciated that the videos could be paused, rewind, and even fast-forwarded as they grasped a concept (Ario & Asra, 2019). These findings are important because they suggest that instructional videos in education can be an effective alternative to traditional lectures.

Table 5: The Main Findings presented in Four Themes

Theme	Key Findings	Implication
Perception of the Flipped Classroom	Students found flipped learning engaging and motivating. The majority of students (68%) perceived the flipped classroom model as more engaging and motivating compared to traditional methods.	Enhances students' active participation and collaboration.

Use of Video & social media	About 60% of students watched videos before class, 61% enjoyed learning through videos, but 81% still preferred direct interaction with lectures. Students enjoy digital materials but still value face-to-face interaction.	Indicates that students are more suited to a flipped classroom approach combining online and face-to-face learning.
Time Management	More flexibility and efficiency in learning time. 64,7% students felt that the flipped classroom made their learning time more efficient, and 49% reported saving time during class.	Enhances self-directed learning. Demonstrates that the flipped classroom supports flexible and independent learning.
English Language Mastery	Improvement through online quizzes and interactive content. 78% of students enjoyed online quizzes, and 50% felt that their English proficiency improved.	Strengthens learning outcomes. Digital videos and online quizzes reinforce mastery learning and language development.

Overall, the research results show that the implementation of the flipped classroom model has positive impacts on students' engagement, motivation, and perceived learning outcomes in English. Students reported feeling better prepared to participate in class activities because they had studied the material independently beforehand. This preparation enabled more interactive and collaborative classroom sessions, consistent with findings by [Zainuddin \(2024\)](#), [Gustian \(2023\)](#), and [Linling & Abdullah \(2023\)](#), which confirmed that the flipped learning model can increase students' learning independence and engagement.

Furthermore, the study highlights that students tend to prefer **hybrid or blended learning**, which combines video-based learning materials with direct, face-to-face interaction with lecturers. This preference suggests that, although technology supports learning flexibility and self-paced study, the **lecturer's pedagogical presence remains essential** to sustain motivation, clarify complex content, and provide affective support. These findings reinforce the argument by [Palazón-Herrera & Soria-Vílchez \(2021\)](#) that the flipped classroom model achieves its highest pedagogical impact when implemented as part of a **blended learning ecosystem**, rather than as a fully digital format.

The novelty of this study lies not merely in identifying the benefits of the flipped classroom – phenomena that have been widely documented – but rather in validating these pedagogical insights within the specific geographical and demographic context of Aceh, Indonesia. This context provides a unique lens through which to interpret

students' experiences. The region's varied technological infrastructure, differing levels of digital literacy, and culturally grounded learning attitudes may moderate the effectiveness and perception of the flipped classroom. For instance, while students appreciated the flexibility offered by online videos, some reported difficulties due to inconsistent internet access and limited experience with self-directed learning. These contextual realities shape how students engage with flipped learning, suggesting that the model's success is not universal but context-dependent.

Digital Pedagogy and the Evolution of Flipped Learning

The rise of digital pedagogy—defined as the thoughtful integration of technology into teaching and learning processes—has profoundly reshaped language education. In EFL contexts, digital pedagogy allows learners to access authentic materials, engage in multimodal learning experiences, and exercise autonomy over their learning pace and style (Alkathiri, 2019; Tani et al., 2022). The flipped classroom represents one of the most prominent manifestations of digital pedagogy in recent years, emphasizing a shift from teacher-centered instruction to student-centered learning, where class time is reserved for higher-order activities such as discussion, collaboration, and problem-solving.

However, the flipped classroom model continues to evolve dynamically. Contemporary implementations increasingly leverage interactive video platforms, social media, learning management systems, and AI-based feedback tools to enhance learner engagement and personalization. In this evolving digital landscape, students' perceptions serve as a critical source of feedback, shaping how educators refine and adapt digital teaching strategies to local needs and constraints. The perceptions of Acehese students in this study, for example, reveal both the potential and the limitations of digital pedagogy in a regional Indonesian context.

Insights from the Acehese Context

The novelty of this study lies not in discovering entirely new phenomena but in validating existing pedagogical insights within the specific geographical and demographic context of Aceh, Indonesia. This contextual focus offers valuable insights into how cultural, infrastructural, and socio-economic factors moderate the flipped classroom experience. Aceh's varied internet accessibility, diverse technological readiness among students and lecturers, and strong cultural orientation toward teacher authority influence how the flipped classroom is received and practiced.

Students' responses indicate that, while they appreciated the autonomy and flexibility provided by pre-class video materials, many still valued the human interaction and direct feedback available in traditional classroom settings. Some students faced challenges related to unstable internet access, limited digital literacy,

or difficulty maintaining discipline in self-paced study. These findings suggest that digital pedagogy in Aceh – and similar developing educational environments – must be contextually adaptive, balancing digital innovation with ongoing human facilitation and community-based support.

To address the challenges identified in this study, several practical strategies can be implemented by instructors. First, lecturers may adopt short and structured instructional videos (5–10 minutes) instead of long lectures to maintain students' attention and encourage consistent engagement with pre-class materials. Second, integrating simple accountability mechanisms – such as short online quizzes, reflection questions, or discussion prompts before class – can help ensure that students access the materials in advance. Third, lecturers may provide brief orientation or training sessions at the beginning of the semester to introduce students to flipped learning expectations, digital learning platforms, and strategies for self-directed study. These interventions can strengthen students' learning discipline and improve the effectiveness of flipped classroom implementation in contexts with varying levels of digital readiness.

Pedagogical and Practical Implications

From a pedagogical standpoint, this study underscores that digital pedagogy must be localized, not merely adopted. The flipped classroom can be an effective strategy for English language teaching in Indonesia if implemented with sensitivity to contextual factors. Lecturers play a vital role as mediators of technology, ensuring that digital resources are pedagogically aligned and accessible to all learners. Moreover, institutional support for infrastructure, professional development, and digital literacy training is essential for sustaining the benefits of the flipped classroom model.

While students' positive perceptions are encouraging, it is important to acknowledge that perceptions alone do not equate to measurable performance gains. Future research should therefore triangulate perceptual data with objective performance assessments, such as pre- and post-tests, to evaluate the actual learning impact of digital and flipped pedagogies. Longitudinal studies could also examine how students' perceptions evolve as they gain greater familiarity with technology-enhanced learning environments.

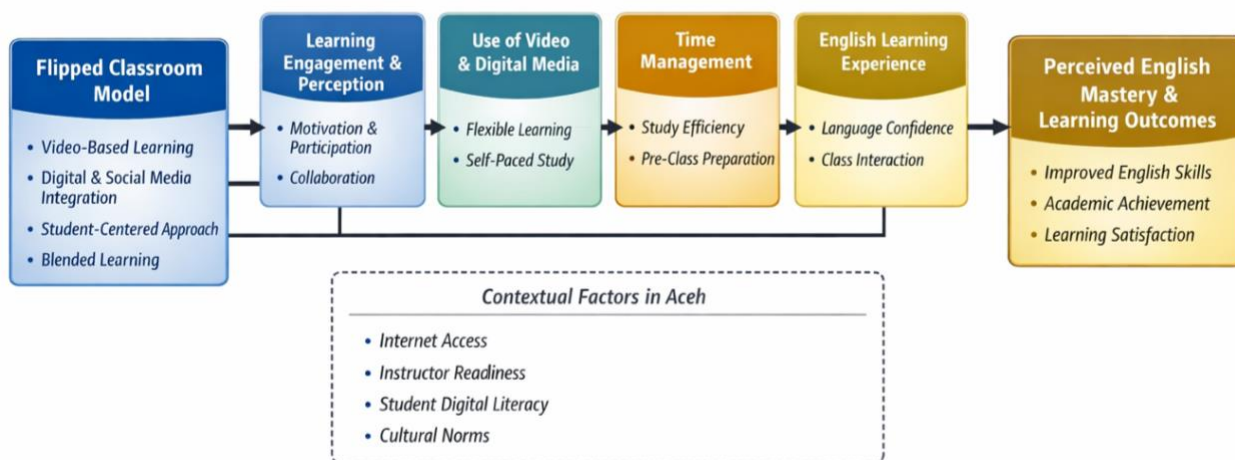


Figure 1: Flipped Classroom Model

Figure 1 shows that the implementation of the flipped classroom does not directly enhance learning achievement but operates through mediating mechanisms, including increased learning engagement, the use of digital media, time management, and language learning experience. These four dimensions together form a pedagogical transformation process that shifts from teacher-centered to student-centered learning. However, the effectiveness of this relationship is not universal; it is moderated by contextual factors such as technological readiness, digital literacy, and local academic culture. Thus, the success of the flipped classroom in the EFL context in Aceh results from a dynamic interaction between pedagogical innovation and the surrounding socio-cultural conditions, underscoring the importance of a contextual approach in implementing digital pedagogy.

In conclusion, this study contributes to the broader discourse on digital pedagogy in EFL education by providing empirical validation from the Acehnese context, where cultural, infrastructural, and pedagogical factors uniquely shape students' experiences of flipped learning. As the flipped classroom model continues to evolve globally, understanding its local adaptations – such as those revealed in this study – will be essential for developing contextually relevant, equitable, and effective models of digital language education in the future.

CONCLUSION

This study aimed to explore EFL students' perceptions of the flipped classroom model in the Acehese higher education context. The findings reveal that students generally perceive the flipped classroom positively, particularly in terms of engagement, learning flexibility, and opportunities for interaction. Video-based pre-class preparation combined with collaborative in-class activities enabled students to participate more actively in the learning process and supported their perceived improvement in English learning. The study contributes to the growing body of research on digital pedagogy by providing empirical insights from a regional Indonesian context where technological infrastructure, digital literacy, and cultural learning traditions shape the implementation of flipped learning. The findings highlight that while students appreciate the autonomy offered by digital learning materials, direct interaction with lecturers remains an essential component of effective language learning. Overall, the flipped classroom represents a promising pedagogical approach for EFL education in Indonesia, provided that its implementation is supported by adequate digital infrastructure, lecturer readiness, and strategies that encourage students' engagement with pre-class learning materials.

Recommendations for Future Research

To deepen understanding of digital pedagogy's impact on language education in Indonesia, future research should include longitudinal studies tracking perception and outcome changes, objective measures verifying improvements, comparisons across regions and institutions, and examination of lecturers' roles in sustaining digital pedagogy. This study confirms the flipped classroom as a promising, adaptable model in Aceh but stresses that its success relies on ongoing context-sensitive research and institutional support. Expanding studies beyond Aceh will enrich insights into how Indonesia's cultural and infrastructural diversity influences technology-enhanced EFL education.

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