

FLIPPED LEARNING AS PEDAGOGICAL INNOVATION: A COMMUNITY ENGAGEMENT INITIATIVE IN PRE-SERVICE LANGUAGE TEACHER EDUCATION

Abas Oya^{1*}, Arwan², Abdul Haris³, dan Muhammad Fadli Bagus⁴

¹⁻⁴STKIP Harapan Bima, Bima, Indonesia

* Email: abasoya01@gmail.com

Article Info	Abstract
Keywords: <i>Flipped learning; Instructional innovation; Language education; Public lecture; Community engagement</i>	<i>This community service activity aimed to introduce Flipped Learning as an innovative instructional model to first-semester students of the Indonesian Language and Literature Education Study Program at STKIP Harapan Bima. The main issue addressed was the limited prior understanding of 21st-century teaching approaches, particularly strategies that position learners as active participants. The program was implemented through an on-site public lecture involving 50 student participants, featuring an academic expert as the main speaker and supported by institutional leaders as keynote contributors. The activity consisted of four stages: material preparation and coordination, lecture implementation, student reflection facilitation, and closing with documentation. The results indicated strong student engagement and increased awareness of the conceptual distinctions between conventional and flipped models. Participants demonstrated a growing understanding of the pedagogical shift needed in language and literature instruction. Further discussion revealed that the lecture not only broadened theoretical knowledge but also fostered reflective awareness of the educator's role in modern classrooms. This initiative marks a foundational step toward integrating student-centered learning approaches early in teacher education programs.</i>

Article History: Accepted; Nov 1st, 2024, Revision; Des 25st, 2024, Published; January 25st, 2025

INTRODUCTION

The rapid evolution of educational paradigms in the digital age has urged institutions to explore and implement innovative teaching models that foster student engagement and critical competencies. One such model gaining widespread recognition is Flipped Learning, which reverses traditional classroom roles by shifting content delivery outside the classroom, thus allowing class time for collaborative and reflective activities (Bergmann & Sams, 2012; Bishop & Verleger, 2013; Zainuddin & Halili, 2016). This approach has proven especially relevant in the context of language and literature education, where creativity, interaction, and critical thinking are essential for effective learning (Khatoon, 2024; Sofya, 2018; Thai et al., 2017). However, despite its advantages, Flipped Learning is still underutilized in many teacher training programs, particularly in Indonesia, where traditional lecture-based methods dominate (Shanthi, 2025; Supriyadi et al., 2024; Vitta & Al-Hoorie, 2023).

In response to this gap, a public lecture was organized to introduce the concept of Flipped Learning to first-semester students of the Indonesian Language and Literature Education Study Program. As future educators, these students represent a critical demographic who must be equipped with pedagogical strategies aligned with the demands of the 21st century (Khatoon, 2024; Supriyadi et al., 2024; Vitta & Al-Hoorie, 2023). However, observations indicate that many first-year students possess limited exposure to innovative learning models and often lack awareness of the pedagogical shifts needed in modern classrooms (Shanthi, 2025; Sofya, 2018; Zainuddin & Halili, 2016). These issues highlight the importance of early intervention through targeted educational enrichment programs.

Flipped Learning offers multiple advantages that directly address these challenges. First, it promotes student engagement by allowing learners to prepare in advance and engage more

deeply during class discussions (Bishop & Verleger, 2013; Khatoon, 2024; Sofya, 2018). Second, it supports the development of higher-order thinking skills, shifting the classroom focus from passive reception to active inquiry and problem-solving (Sofya, 2018; Supriyadi et al., 2024; Vitta & Al-Hoorie, 2023). Third, it provides flexibility and accessibility, as students can revisit learning materials, such as recorded lectures or digital texts, at their own pace, promoting self-regulated learning (Shanthi, 2025; Supriyadi et al., 2024; Thai et al., 2017). These attributes are crucial in fostering independent and reflective future teachers.

Nonetheless, the implementation of Flipped Learning is not without its challenges. The digital divide remains a significant concern, especially in rural or under-resourced educational settings, where access to devices and stable internet connections is limited (Khatoon, 2024; Shanthi, 2025; Vitta & Al-Hoorie, 2023). Additionally, the success of this approach heavily relies on teacher readiness and professional development, which are often insufficient or overlooked in pre-service education programs (Khatoon, 2024; Shanthi, 2025; Thai et al., 2017). These barriers necessitate structured support mechanisms and curricular reforms to ensure equitable and effective adoption of flipped methodologies.

The primary objective of this community engagement initiative was to introduce the fundamentals of Flipped Learning to first-semester students in the hope of enriching their pedagogical knowledge and inspiring future applications in language and literature teaching. By providing early exposure to innovative learning strategies, the program aims to cultivate a generation of educators who are adaptive, technologically literate, and capable of designing student-centered learning environments. The initiative also sought to address the gap between theoretical knowledge and practical application in teacher education.

METODE

The implementation of this community service program followed a structured sequence of stages designed to introduce and disseminate the Flipped Learning model to first-semester students of the Indonesian Language and Literature Education Study Program. The method emphasized interactive engagement and conceptual clarity, ensuring that participants not only received information but were also able to contextualize and reflect on its relevance to their future teaching practice.

The program was conducted in a face-to-face lecture format on October 1st, 2024, involving 50 undergraduate students and one resource person. The organizing team collaborated with faculty members from the Department of Language and Literature Education to coordinate participant attendance, room arrangement, and learning media. The lecture was delivered by an academic expert in educational innovation and technology-enhanced learning.

The activity consisted of four main stages:

1. Preparation Stage
 - a) Coordination with the department for schedule and logistics.
 - b) Preparation of presentation slides, examples of Flipped Learning implementations, and video snippets.
 - c) Distribution of pre-lecture materials (infographic and reading links) to students through the department's communication channel.
2. Implementation Stage
 - a) Opening and introduction of the theme: "Innovative Language and Literature Education for Globally Competitive Generations."

- b) Delivery of lecture content on the definition, principles, and practical models of Flipped Learning.
 - c) Presentation of examples relevant to language and literature learning.
 - d) Active student participation through question-and-answer sessions and short group reflection tasks.
3. Facilitation and Reflection Stage
- a) Guided reflection where students were asked to relate the concept of Flipped Learning to their recent educational experiences.
 - b) Elicitation of ideas on how they might apply this model in future classroom scenarios.
 - c) Summary and reinforcement of key points by the speaker.
4. Closing Stage
- a) Final remarks from the organizing team.
 - b) Expression of intent to follow up with more in-depth workshops on Flipped Learning in the future.
 - c) Documentation of the event.

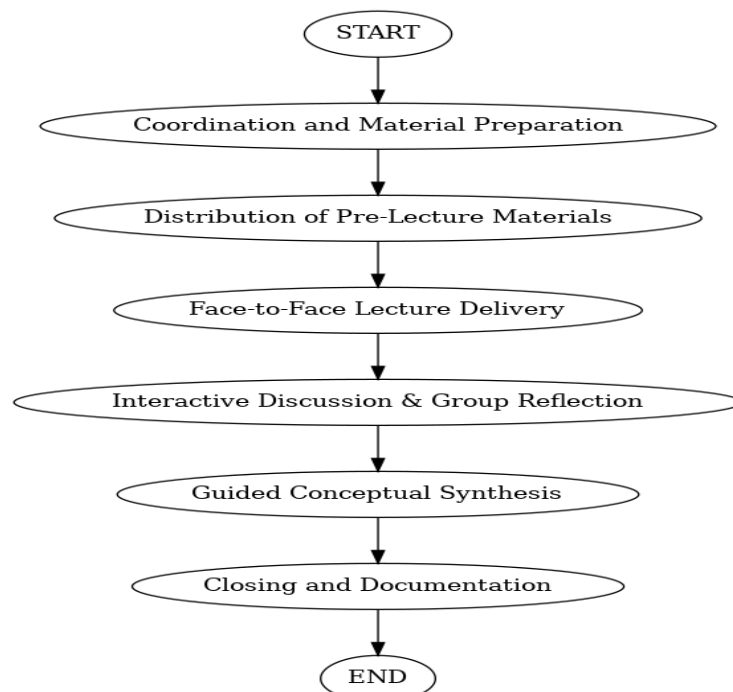


Figure 1. Stages of Program Implementation

RESULTS AND DISCUSSION

The public lecture introducing Flipped Learning as a pedagogical innovation was successfully conducted on October 1st, 2024, at STKIP Harapan Bima, involving 50 first-semester students from the Indonesian Language and Literature Education Study Program. The activity demonstrated a structured implementation that reflected both substantive content delivery and pedagogical modeling, resulting in a significant cognitive shift among participants regarding 21st-century instructional approaches.

To enhance the clarity and academic rigor of the session outcomes, the core components of the lecture were organized in a thematic and pedagogical manner. Table 1 below presents a structured summary of the material topics, instructional objectives, and expected student outputs

derived from the session. This format ensures alignment between knowledge transfer, cognitive engagement, and pedagogical impact.

Table 1. Summary of Lecture Material on Flipped Learning

No	Material Topic	Objective/Focus	Expected Student Output
1	Distinction between conventional and flipped classroom models	To help students compare instructional paradigms	Students can explain key differences between teaching models
2	Theoretical foundation and alignment with Bloom's Revised Taxonomy	To build understanding of cognitive level progression in flipped instruction	Students identify Bloom's levels and map flipped tasks accordingly
3	Benefits of Flipped Learning in language and literature education	To raise awareness of how flipped learning enhances engagement and autonomy	Students discuss benefits and reflect on their learning roles
4	Examples of flipped instruction implementation in classroom contexts	To visualize the application of flipped learning strategies in practice	Students propose scenarios for flipped lesson implementation
5	Challenges in implementation and required teacher competencies	To critically examine real-world obstacles in applying flipped models	Students analyze problems and propose solutions for challenges

This table demonstrates how each topic was designed not only to inform but also to provoke critical engagement and pedagogical reflection among the participants. The structured progression from conceptual comparison to implementation analysis fostered a layered understanding of Flipped Learning, consistent with the scaffolding principle in constructivist learning theory (Vygotsky, 1978; Zainuddin & Halili, 2016).

Student engagement during the session was notably high. Participants responded actively to prompts and posed insightful questions regarding the practical implications of flipped instruction in classroom discourse, assessment, and student motivation. Their ability to articulate differences between traditional and flipped models by the end of the session signified an immediate conceptual grasp of the approach.

In discussing the distinction between traditional and flipped models, participants began to question the passive transmission approach long dominant in their own educational experience. The exposure to Bloom's Taxonomy within a flipped context prompted students to recognize how flipped tasks could be mapped onto higher-order cognitive skills, particularly analysis and evaluation (Bergmann & Sams, 2012; Bishop & Verleger, 2013).

Further, when presented with practical classroom applications, students reflected on how Flipped Learning could transform literature and language instruction from lecturing about narrative structure to facilitating discussions after students pre-analyze texts at home (Thai et al., 2017; Vitta & Al-Hoorie, 2023). The discussion on challenges, particularly related to digital access and teacher preparedness, led students to identify not only external constraints but also internal readiness as future educators (Khatoon, 2024; Shanthi, 2025).

Qualitative feedback gathered through post-activity observation and informal interviews suggested that students experienced a substantial shift in perspective. Several participants

expressed increased awareness of the importance of learner-centered strategies. One participant noted:

"Before this session, I only imagined teaching as explaining materials in front of the class. Now I realize that preparing students beforehand and guiding them through deep analysis in class can make learning more meaningful." (First-semester student, STKIP Harapan Bima).

Another reflected:

"This lecture opened my eyes to how important innovation is in education, especially for language and literature. I can see how flipped learning supports active reading, writing, and discussion in ways traditional methods do not."

The improvement in students' understanding of instructional design is supported by literature asserting that pre-service teachers benefit greatly from early exposure to active learning models, especially when integrated with reflective discussions (Supriyadi et al., 2024; Thai et al., 2017; Zainuddin & Halili, 2016). The public lecture served as both a knowledge transfer medium and a model of innovative teaching in action.

The success of the public lecture is not only reflected in the cognitive and pedagogical outcomes among participants, but also in the institutional support and momentum it generated. This lecture marked the first official implementation of a structured innovation-based public lecture at STKIP Harapan Bima, particularly within the Indonesian Language and Literature Education Study Program. The event was formally opened by the Chairperson of STKIP Harapan Bima and attended by the Head of the Study Program, both of whom served as keynote speakers alongside the invited lecturer.

In his opening remarks, the Chairperson emphasized the strategic value of such programs and called for the continuation of innovation-themed public lectures every semester, envisioning the future inclusion of international guest speakers to further enrich the academic experience of students. The presence of institutional leadership demonstrated a strong commitment to integrating educational innovation into the core of teacher training.

The following figures document key moments from the event and reinforce the atmosphere of academic engagement, institutional collaboration, and pedagogical transformation that defined the session.



Figure 2. Panel of speakers during the Flipped Learning public lecture at STKIP Harapan Bima



Figure 3. Speaker Delivering the Core Concepts of Flipped Learning to Student Participants

CONCLUSION

The implementation of the Flipped Learning public lecture has addressed the identified need to introduce pedagogical innovation to early-stage students in the Indonesian Language and Literature Education Study Program. By exposing participants to student-centered instructional strategies and fostering critical pedagogical reflection, the activity effectively enhanced their awareness and readiness to engage with 21st-century educational practices. This initiative has laid a solid foundation for transforming teacher education through innovation-oriented academic engagement.

ACKNOWLEDGMENT

The author extends sincere gratitude to STKIP Harapan Bima and the Indonesian Language and Literature Education Study Program for the invitation and opportunity to deliver a public lecture as part of this community engagement activity. The support and active participation of the institution's leadership, faculty members, and students greatly contributed to the smooth implementation and success of the program.

REFERENCES

- Bergmann, J., & Sams, A. (2012). *Flip your classroom: Reach every student in every class every day* (1st ed.). International Society for Technology in Education.
- Bishop, J., & Verleger, M. (2013). The flipped classroom: A survey of the research. *2013 ASEE Annual Conference & Exposition Proceedings*, 23.1200.1-23.1200.18. <https://doi.org/10.18260/1-2--22585>
- Khatoon, S. (2024). Flipped learning: A paradigm shift in education. *International Journal of Emerging Knowledge Studies*, 03(11), 916–922. <https://doi.org/10.70333/ijeks-03-11-010>
- Shanthi, W. G. (2025). The implementation of flipped learning classroom using a technology approach. In *Digital Crossroads: Integrating Humanities, Science and Technology Edition 1* (pp. 33–46). BP International. <https://doi.org/10.9734/bpi/mono/978-93-48859-10-5/ch4>
- Sofya, R. (2018). Implementasi flip learning strategi meningkatkan higher order thinking mahasiswa. *Jurnal Inovasi Pendidikan Ekonomi*, 8(1), 39. <https://doi.org/10.24036/01104510>
- Supriyadi, Dakia N. Djou, & Muslimin. (2024). Flipped classroom method to build students' critical thinking skills: A study on the Indonesia language and literature research methodology course. *Evolutionary Studies in Imaginative Culture*, 8(2), 1323–1337. <https://doi.org/10.70082/esiculture.vi.1380>
- Thai, N. T. T., De Wever, B., & Valcke, M. (2017). The impact of a flipped classroom design on learning performance in higher education: Looking for the best “blend” of lectures and

- guiding questions with feedback. *Computers & Education*, 107, 113–126. <https://doi.org/10.1016/j.compedu.2017.01.003>
- Vitta, J. P., & Al-Hoorie, A. H. (2023). The flipped classroom in second language learning: A meta-analysis. *Language Teaching Research*, 27(5), 1268–1292. <https://doi.org/10.1177/1362168820981403>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (Vol. 86). Harvard University Press.
- Zainuddin, Z., & Halili, S. H. (2016). Flipped classroom research and trends from different fields of study. *The International Review of Research in Open and Distributed Learning*, 17(3), 313–340. <https://doi.org/10.19173/irrodl.v17i3.2274>