

FLIPPED LEARNING AS PEDAGOGICAL APPROACH TO TEACHING ENGLISH IN INDONESIA: A SYSTEMATIC LITERATURE REVIEW

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Abstract	Article Information
<p><i>Education is continuously evolving to meet the demands of the 21st century, and flipped learning has emerged as an innovative approach to make classes more engaging and learner centered. This study investigates the challenges and benefits of flipped learning in the context of teaching English in Indonesia through a systematic literature review. 34 journal articles published between 2017 and 2024 were analyzed. The methodology involved content analysis to identify recurring themes related to flipped learning's challenges and benefits. Findings indicate that flipped learning enhances efficiency, student engagement, and the development of 21st-century skills, including critical thinking and digital literacy. However, challenges such as students' readiness, technical issues, and unsupportive learning environments persist, hindering their broader implementation. The study underscores the need for more longitudinal research involving lower-level groups to fully explore flipped learning's potential in Indonesia. These insights are expected to inform policymakers, educators, and researchers about designing more effective pedagogical strategies.</i></p> <p>Keywords: <i>Flipped learning, Teaching English in Indonesia, 21st-century education, Systematic Literature Review</i></p>	<p><i>Received:</i> 11/03/2025</p> <p><i>Revised:</i> 15/03/2025</p> <p><i>Accepted:</i> 17/03/2025</p>

INTRODUCTION

The rapid advancements in technology and globalization have significantly influenced education, necessitating innovative pedagogical approaches to meet 21st-century demands. There has been increasing interest in studying flipped learning as a pedagogical approach to teaching English. Flipped learning will meet the desire of the twenty-first century, which is to use technology to assist students in their classes (Arslan, 2020)). In every sector of human growth, including science, education, economics, technology, and communication

systems, the word "21st century" has brought about changes (Dewi et al., 2021). The desire to use technology and the internet into teaching and learning processes has risen dramatically (Filiz & Benzet, 2018; Uzunboylu & Karagozlu, 2015). Thus, digital learning should be used to engage students in 21st-century learning and support their learning goals. Inserting Information and Communication Technologies (ICTs) into the classroom is essential to make it student-centered rather than teacher-centered (Evseeva & Solozhenko, 2015).

Flipped learning is a recent educational innovation that is seen to have the ability to revolutionize traditional classes and make them more engaging and attractive (Amiryousefi, 2019; Yang & Chen, 2020). It is a student-centered pedagogical focus that offers to move instruction from the collective to the individual area while reserving the remaining space for collaborative, dynamic, and interactive learning (Pinos-Vélez et al., 2020). Learning using the flipped learning approach is self-paced, allowing students to access learning activities at their leisure, thanks to the "anywhere, anytime" flexibility (Arslan, 2020). When teachers use flipped learning models in their classes, students are given online sources to study before class, and the class period is therefore devoted to face-to-face (F2F) interactions (Gianoni-Capenakas et al., 2019). The teacher's ability to design the learning environment towards the students' needs by providing a flexible atmosphere, intentional content, and cultivating a learning culture determines the effectiveness of flipped learning (Iinuma, 2018).

In Indonesia, the integration of flipped learning into English language teaching has been a growing area of interest, especially following the disruptions caused by the COVID-19 pandemic. During the pandemic, when classroom learning became impossible to obtain, resulting in an unsatisfactory teaching learning process, flipped learning has become a popular approach to teaching English (Rachmat et al., 2021). The shift to online and hybrid learning models has revealed both opportunities and challenges in adopting this pedagogical approach. Although previous studies revealed bad impacts of this approach toward students' performance (Iinuma, 2018), a comprehensive review of its application in Indonesian EFL contexts remains limited. Existing research often focuses on specific case studies or experimental designs in the domains of science, technology, engineering, and mathematics, leaving a gap in exploring the benefits and challenges. As a result, this study could be a first step toward a more comprehensive knowledge of the benefits and challenges of flipped learning in this subject by doing a systematic literature review.

A systematic review is a concise review of the published research on a specific topic (Bettany-Saltikov, 2012). Through the aggregation, interpretation, explanation, or integration of existing research, policymakers and other stakeholders may be able to obtain clear and concise reference (Galvez, 2017) in their quest to make critical decisions regarding the implementation of an innovative pedagogy like flipped learning (Rousseau et al., 2008; Xiao & Watson, 2017). This study is supposed to provide new insights for policymakers, curriculum designers, teachers, and researchers who are planning to invest in flipped learning in the near future. As a result, the following goals have been pursued throughout the study process:

1. What challenges of flipped learning as a pedagogical approach to teaching English in Indonesia are presented in the reviewed studies?

2. What benefits of flipped learning as a pedagogical approach to teaching English in Indonesia are presented in the reviewed studies?

LITERATURE REVIEW

Flipped Learning

Over the past two decades, Flipped Learning (FL) has gained widespread recognition as an innovative teaching method across both K-12 and higher education (Han & Røkenes, 2020; Van Alten et al., 2019). Unlike traditional lecture-based instruction, FL reimagines the learning process by shifting content delivery outside the classroom through digital resources such as pre-recorded videos, assigned readings, or interactive modules. This change allows classroom time to be used for active learning, problem-solving, and collaborative activities, creating a more student-centered learning environment (Van Alten et al., 2019). However, FL is not just about replacing lectures with videos; it requires intentional course design to ensure meaningful engagement and deeper understanding (Bishop & Verleger, 2013).

The concept of FL was initially described as reversing what happens inside and outside the classroom (Lage et al., 2000). However, researchers later refined this definition, emphasizing the balance between independent, technology-based learning at home and interactive, group-based learning in the classroom (Bishop & Verleger, 2013). According to Bishop and Verleger (2013), earlier interpretations did not fully capture the essential elements of deliberate practice and active learning, which are crucial to the effectiveness of FL. Rooted in student-centered learning theories, particularly social constructivism, FL promotes learning through collaboration and interaction. In this approach, teachers act as facilitators rather than traditional lecturers, guiding students to construct their own knowledge through active engagement with their peers (Bishop & Verleger, 2013).

Successfully implementing FL requires both teachers and students to have strong digital competencies (European Commission, 2019). Teachers must develop Pedagogical Digital Competence (PDC) to design engaging online content, create interactive classroom activities, and effectively integrate technology into the learning process (Krumsvik, 2011). PDC goes beyond technical skills, demanding a deep understanding of how digital tools can enhance teaching and learning outcomes (Haugsbakken & Brynildsen, 2022). Teachers utilizing FL may need to produce video lectures, interactive presentations, or multimedia content that align with learning objectives while ensuring accessibility and student engagement (Han et al., 2024). Additionally, they must develop classroom activities that build upon pre-class materials, fostering meaningful discussions and collaboration (Bishop & Verleger, 2013; Han et al., 2024). At the same time, students also need basic digital skills to access learning materials, navigate learning management systems, and participate in interactive discussions (Røkenes & Krumsvik, 2016). These skills are becoming increasingly essential in today's digital era, contributing to students' overall digital literacy and ability to engage in technology-driven learning environments.

English Language Teaching in Indonesia

English language teaching (ELT) in Indonesia is a constantly evolving field shaped by socio-political, economic, and educational influences. As a multilingual nation with hundreds of local languages, Indonesia has designated Bahasa Indonesia as its national language. However, English holds an important role as a foreign language, serving as a bridge for international communication, academic growth, and economic competitiveness on a global scale (Kirkpatrick, 2011).

The importance of English in Indonesia has varied over time, largely influenced by changes in national education policies and global economic trends (Lie, 2007). Traditionally, English instruction focused on grammar and reading comprehension, primarily at the secondary and tertiary levels. In recent years, however, there has been a growing emphasis on improving English proficiency across all levels of education, including primary schools, to better equip students for participation in an increasingly globalized world (Sugirin & Prayogo, 2017).

Despite its growing significance, ELT in Indonesia faces several challenges, particularly in terms of teacher quality and training. Many English teachers lack formal training in communicative language teaching (CLT) methods and may have limited English proficiency themselves (Lie, 2007). Furthermore, professional development opportunities remain scarce, particularly for educators in remote areas, exacerbating inequalities in teaching quality (Farida, 2015).

The linguistic diversity of Indonesian students also presents challenges. Learners come from different regions, each with its own first language, which can influence their attitudes toward and approaches to learning English (Kirkpatrick, 2011). Additionally, cultural differences in communication styles and classroom dynamics can impact both teaching strategies and student engagement.

Over the years, the national ELT curriculum has undergone multiple revisions, reflecting a shift toward communicative competence and learner-centered instruction (Sugirin & Prayogo, 2017). However, implementing these pedagogical reforms consistently remains difficult due to disparities in teacher training, limited resources, and varying regional contexts.

Integration of Technology and Flipped Learning in ELT

The integration of technology in ELT has gained traction in Indonesia, fueled by the increasing availability of digital tools and online learning platforms. The use of Information and Communication Technologies (ICT) in language teaching is seen as a way to enhance student engagement, encourage independent learning, and provide flexible access to educational resources (Elmi et al., 2024). However, digital infrastructure gaps, particularly in rural areas, present significant obstacles to equitable access to technology-enhanced learning.

Flipped Learning (FL) has emerged as a promising approach to addressing some of these challenges in ELT. By shifting instructional content to digital platforms outside the

classroom, FL allows teachers to dedicate in-class time to interactive, student-centered learning activities. This approach aligns with global trends in digital pedagogy and is increasingly being explored in Indonesian ELT settings. However, successful implementation of FL depends on both teachers and students developing strong digital competencies, as many educators still feel unprepared to effectively integrate technology into their teaching (Han et al., 2024).

RESEARCH METHODOLOGY

Research Design

This study employed content analysis to systematically examine 34 journal articles focusing on flipped learning as a pedagogical approach to teaching English in Indonesia, published between 2017 and 2024. Content analysis, as described by Ary et al. (2010), involves the detailed examination of materials such as textbooks, articles, educational files, or other documents to identify specific characteristics within the content. This methodology was particularly appropriate for the current research because it allowed for a comprehensive review and categorization of scholarly publications relevant to flipped learning in Indonesia.

The procedure for conducting the content analysis followed a structured approach involving defining categories, calculating frequencies, and interpreting the data, as outlined by Zainuddin et al. (2019). Each article was analyzed for recurring themes, key findings, and reported outcomes to draw meaningful conclusions about the benefits and challenges associated with flipped learning. By organizing the findings into thematic categories, this study sought to present insights that are clear, accessible, and valuable for educators, policymakers, and future researchers interested in pedagogical innovations.

One of the primary reasons for using content analysis is its efficiency in handling large volumes of published material. It enables researchers to connect related facts, identify patterns, and synthesize themes into a coherent narrative (Bauer, 2000). Furthermore, the systematic nature of content analysis ensures that the results are replicable and can serve as a foundation for further exploration. This method also facilitates the development of a research reference framework for subsequent investigations into flipped learning and its impact on English language instruction.

Database Searched and Samples

The present study investigated articles published in 2017-2024. There are some rationales in retrieving and assessing the journal articles. First, the selected articles should focus on the flipped learning used to teaching English in Indonesia. Then, all the journal articles should be original/empirical (not study reports or literature review). The journal articles were accessed and found through the application Publish or Perish by using Google Scholar as the search engine by searching with the following keywords: flipped learning for EFL in Indonesia.

Then, 50 articles were found in the application and 16 of them were excluded since they are irrelevant to Indonesian context, not related to teaching EFL and/or not indexed. The

selected journals were also open access journals. 34 journal articles were selected and reviewed; 18 articles are SINTA indexed at least SINTA 4; 12 articles are Scopus indexed; 4 articles are Copernicus indexed.

Data Collection Procedure and Analysis

To collect and analyze the data, the present study followed the step suggested by Zainuddin et al. (2019):

1. Defining the objectives of the study.
2. Reviewing and analyzing the content of the selected articles based on the benefits and challenges.
3. Using content analysis to collect the data, which was then descriptively analyzed.
4. Discussing, concluding, and suggesting future research which might be done to fill up the gaps in the flipped learning literature.

To ensure reliability, the data were cross-checked by multiple reviewers to minimize bias and validate the thematic categorization. The final synthesis provides a balanced view of flipped learning's effectiveness and limitations in Indonesian EFL classrooms.

FINDINGS

The Challenges of Flipped Learning as Pedagogical Approach

The flipped learning approach presents several challenges in Indonesia, particularly in English Language Teaching (ELT). One of the most common issues is inconsistent student engagement during pre-class preparation. Some students show reluctance or a neutral attitude toward pre-class activities, particularly in writing and reading courses (Muluk & Dahliana, 2024; Septiani et al., 2024). In contrast, studies on gamified flipped learning models, such as those in TOEFL preparation, found that student motivation and enjoyment improved, leading to higher participation levels (Arsyad et al., 2024). However, even in successful cases, maintaining consistent engagement requires additional motivation and support (Ariani et al., 2024).

Technical barriers further complicate the implementation of flipped learning. Limited internet access and difficulties in using digital tools hinder students' ability to engage with pre-class materials (Afrilyasanti et al., 2017; Irianti et al., 2024; Lestari & Sundari, 2021). This challenge is especially evident in rural and under-resourced areas, where students struggle with self-regulation due to unreliable technology and learning environments that do not support independent study (Kasmainsi & Riswanto, 2024; Indah P et al., 2024). Afrilyasanti et al. (2017) also found that some students lacked motivation for pre-class activities due to an unsupportive home environment. Since flipped learning relies on students independently accessing instructional materials, factors like parental support and a stable internet connection play a crucial role in sustaining student engagement.

Another major issue is the technological gap between both students and teachers. Many educators and learners lack the necessary skills or resources to effectively integrate digital tools into the learning process, leading to accessibility issues and disruptions (Pratiwi et al., 2022; Ishartono et al., 2022). Additionally, students often struggle with time management, finding it difficult to dedicate sufficient time to pre-class learning, which then affects their preparation for in-class activities (Pratiwi et al., 2022). Monotony in pre-class materials, such as repetitive video lectures, can also reduce engagement and lead to boredom (Pratiwi et al., 2022). Implementing flipped learning requires significant effort in redesigning content and activities, but many teachers lack the necessary training or institutional support to effectively execute this model (Pratiwi et al., 2022; Ishartono et al., 2022).

Adapting to a self-directed learning approach is another challenge, especially for students who are accustomed to traditional classroom instruction. This difficulty is particularly evident in online or blended settings, where students need to manage their learning independently (Ishartono et al., 2022). Additionally, some studies reported minimal or no significant improvement in learning outcomes due to limited instructional time and difficulties in adapting to the flipped model (Afrilyasanti et al., 2017; Basori & Wihardini, 2020).

Readiness remains a crucial issue for both students and teachers. Studies show that many students, especially those in senior high school or early university years, struggle with self-directed learning and adapting to new instructional methods (Afrilyasanti et al., 2017; Basori & Wihardini, 2020). Without proper support, these students often become passive learners, limiting their ability to fully benefit from the flipped learning experience.

The Benefits of Flipped Learning as Pedagogical Approach

The flipped learning approach has proven to be highly beneficial in English Language Teaching (ELT) in Indonesia. It enhances students' proficiency in writing, reading, listening, and public speaking by promoting active engagement, fostering critical thinking, and improving digital literacy. Several studies highlight its positive impact as a pedagogical approach, making learning more interactive and engaging (Zainuddin et al., 2019). One of the key advantages of flipped learning is the flexibility it provides. The use of video lectures in pre-class activities allows students to learn at their own pace, anytime and anywhere, making the learning process more independent, efficient, and accessible (Atmanegara & Dianti, 2020; Betaubun, 2021; Fauzan & Ngabut, 2018; Ginting, 2018; Husnawadi, 2021; Lestari & Sundari, 2021; Maharsi et al., 2021; Mandasari & Wahyudin, 2019; Mubarok et al., 2019). The integration of digital tools such as WhatsApp, Google Classroom, and gamified platforms further supports autonomous learning, increasing student motivation and confidence (Muluk & Dahliana, 2024).

Beyond flexibility, flipped learning also plays a crucial role in helping students develop essential 21st-century skills. Research shows that this approach enhances critical thinking and problem-solving abilities (Arsanti et al., 2020; Atmanegara & Dianti, 2020; Ginting, 2018), fosters collaboration (Fauzan & Ngabut, 2018; Husnawadi, 2021; Lestari & Sundari, 2021; Rachmat et al., 2021; Zainuddin, 2017; Zainuddin et al., 2019), and improves digital literacy (Betaubun, 2021; Ginting, 2018; Maharsi et al., 2021). Ginting (2018) and Zainuddin

(2017) emphasized that flipped learning shifts the traditional teacher-centered classroom into a student-centered one, encouraging learner autonomy and collaboration. Since students acquire background knowledge before class through pre-class activities, they arrive better prepared for discussions and problem-solving tasks, leading to more meaningful participation in the learning process (Lestari & Sundari, 2021; Mubarok et al., 2019; Zainuddin, 2017; Zainuddin et al., 2019). When students are actively involved, they not only comprehend lessons more effectively but also develop a deeper engagement with the material (Rachmat et al., 2021).

Another significant benefit of flipped learning is its positive impact on academic performance. Several studies reported improvements in writing proficiency (Ariani et al., 2024), as well as notable gains in reading comprehension and TOEFL preparation (Arsyad et al., 2024). By reallocating in-class time for interactive discussions and higher-order thinking tasks, flipped learning provides a more effective strategy for language education in Indonesia. Additionally, this model benefits teachers by encouraging them to be more creative in designing materials that support engaging and student-centered instruction. Rather than focusing on one-way lecturing, teachers take on the role of facilitators, providing personalized guidance and adapting their instruction to meet students' needs (Muluk & Dahliana, 2024).

Overall, the flipped learning model enhances student engagement, fosters essential academic and digital skills, improves learning outcomes, and promotes both student and teacher development. Its integration into ELT classrooms aligns with modern educational practices, making learning more flexible, interactive, and student-driven. However, its success depends on proper implementation, adequate digital resources, and continuous support for both students and teachers to maximize its potential in Indonesian education.

DISCUSSION

Flipped learning has gained global attention as an innovative pedagogical approach that enhances student engagement, fosters autonomy, and improves learning outcomes. However, its implementation comes with both benefits and challenges that vary across different educational contexts. This study reviewed 34 studies on flipped learning in Indonesia, revealing key findings that align with, and in some cases contrast with, research conducted in other countries.

One of the primary challenges identified in the Indonesian context is inconsistent student engagement in pre-class activities, particularly in writing and reading courses (Muluk & Dahliana, 2024; Septiani et al., 2024). Similar issues have been observed in other countries, where student motivation and self-regulation remain significant obstacles to the success of flipped learning. In Vietnam, for instance, Ray & Sikdar (2024) found that while students initially struggled with self-directed learning, those who adapted to the model demonstrated improved academic performance. Likewise, studies in Norway highlighted teachers' concerns over students' varying levels of preparedness, which directly affected classroom discussions and collaborative activities (Aldalur et al., 2024; Han et al., 2024). These parallels

suggest that self-regulation is a critical factor influencing the effectiveness of flipped learning, regardless of geographical and educational contexts.

Technological barriers also pose a significant challenge to flipped learning, particularly in regions with limited access to digital resources. In Indonesia, unreliable internet access and a lack of digital tools hinder students' ability to engage with pre-class materials effectively (Afrilyasanti et al., 2017; Irianti et al., 2024; Lestari & Sundari, 2021). These issues are not unique to Indonesia. In Ghana and South Africa, technological constraints such as frequent power outages and limited broadband coverage have similarly impeded the adoption of flipped learning (Appiah, 2024; Mokhele - Ramulumo et al., 2024). While urban schools in these countries may benefit from digital infrastructure, rural and under-resourced areas continue to face significant challenges. This highlights the need for educational institutions to invest in reliable technology and ensure equitable access to digital resources to maximize the effectiveness of flipped learning.

Beyond student readiness and technical limitations, teacher perspectives and preparedness play a crucial role in the successful implementation of flipped classrooms. Studies in Indonesia indicate that while teachers acknowledge the benefits of flipped learning, many struggle with the increased workload required to design and curate digital materials (Ishartono et al., 2022; Pratiwi et al., 2024). This concern is shared by educators in Norway, Vietnam, and Spain, where teachers reported that the initial phase of implementing flipped learning was labor-intensive, though the workload decreased over time as they became more familiar with the approach (Aldalur et al., 2024; Ray & Sikdar, 2024). Similarly, teachers in South Africa emphasized the need for continuous professional development to enhance their digital competencies and instructional strategies (Mokhele - Ramulumo et al., 2024). These findings underscore the importance of providing adequate training and institutional support for educators transitioning to flipped learning models.

Despite these challenges, the benefits of flipped learning remain evident across different educational settings. In Indonesia, studies have shown that flipped learning enhances students' critical thinking, collaboration, and digital literacy skills (Arsanti et al., 2020; Atmanegara & Dianti, 2020; Ginting, 2018). Similar outcomes have been reported in Malaysia, where Abd Majid & Mohamad (2024) found that flipped learning significantly improved students' speaking performance by enabling them to engage with video-based content before class and participate in interactive activities during in-person sessions. Additionally, research in Indonesia highlights improvements in writing proficiency (Ariani et al., 2024) and reading comprehension, particularly in TOEFL preparation courses (Arsyad et al., 2024; Kasmainsi & Riswanto, 2024). These findings align with studies in other countries that emphasize the effectiveness of flipped learning in language education.

Another key advantage of flipped learning is its ability to transform traditional teacher-led instruction into a more student-centered approach. In Indonesian classrooms, students actively participate in discussions and problem-solving activities, which enhances their engagement and comprehension (Lestari & Sundari, 2021; Zainuddin, 2017). This shift from passive to active learning is consistent with global trends. For instance, studies in Malaysia and Spain have reported that students in flipped classrooms take greater ownership of their

learning, leading to increased motivation and academic performance (Abd Majid & Mohamad, 2024; Aldalur et al., 2024). Furthermore, the role of teachers evolves from lecturers to facilitators, allowing them to provide personalized support and adapt instruction to meet students' needs (Sunway et al., 2024). This pedagogical shift reflects the broader goals of learner-centered education, which prioritizes student autonomy, engagement, and higher-order thinking skills.

In conclusion, while flipped learning presents challenges related to student engagement, technological access, and teacher readiness, its benefits in fostering independent learning, critical thinking, and academic performance are widely recognized. The findings from Indonesia align with research conducted in various global contexts, highlighting both the potential and the limitations of this approach. Addressing these challenges requires strategic efforts, including investment in digital infrastructure, professional development for educators, and strategies to enhance student motivation and self-regulation. By learning from international best practices and adapting them to local educational contexts, flipped learning can be more effectively integrated into language education in Indonesia and beyond.

CONCLUSION

Although flipped learning has been around since the early 2000s (Arslan, 2020), its implementation in Indonesian EFL classrooms is still evolving. This study has highlighted its substantial benefits, including increased student engagement, enhanced critical thinking and collaboration skills, and greater learning flexibility. However, significant challenges remain, particularly in terms of technological barriers, teacher preparedness, and student motivation for pre-class activities. These findings indicate that while flipped learning has the potential to transform English language education in Indonesia, its success depends on addressing these obstacles through strategic interventions.

The review underscores the need for targeted teacher training, improved digital literacy programs for students, and stronger institutional support to optimize flipped learning. Teachers must be equipped with the necessary skills to create engaging pre-class materials and manage in-class interactions effectively. Additionally, improving technological infrastructure and fostering student autonomy will be crucial for ensuring sustainable implementation.

Despite these challenges, flipped learning remains a promising pedagogical approach for fostering a more student-centered and skills-oriented learning environment. Future research should focus on long-term studies assessing its sustainability, particularly in diverse educational settings. Further exploration into strategies for increasing student motivation and engagement in pre-class activities will also be beneficial. By addressing these gaps, flipped learning can be fully leveraged to enhance English language teaching in Indonesia, providing a more flexible, engaging, and effective learning experience for students.

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