

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

Based on the findings and interpretations in the previous chapter, the researcher concludes with several points. The first point relates to the main objective of this research, which is to answer the first research question about the teachers' perceptions of the flipped classroom method using Google Classroom during the Covid-19 pandemic. All participants cited teacher preparedness as a contributing factor to the use of new teaching methods and/or integration of technology in the classroom and considered it to have the highest impact of any factor affecting teachers during the pandemic. Then there are still some differences in the experiences of participants who were shared during the study. Participants mentioned teachers' beliefs about new technologies as having a significant impact. Teachers are more likely to be hesitant to try new things for students. However, they agree that if the idea is correct, proper training on the flipped classroom method tested using Google classroom might prove beneficial to teachers who will use this method, as some of the existing issues have been addressed in previous research.

This study shows that the nature of flipping the class is perceived more positively by teachers who usually use lectures as the main means of delivering material. Meanwhile, teachers with a more interactive and discussion-oriented way of delivering material consider this method to be familiar to them. Both

participants mentioned that teachers' beliefs significantly influenced the methods teachers used and the technology teachers used in their classes. Research that mentions the need for a shift in the teacher's role by giving more responsibility to students for more independent learning tends to perceive this method positively for their class even though it needs further improvement in several aspects. Like, using an additional application to make an approach to this method easier.

If the aim of the flipped classroom method is “to help traditional teachers switch from the frontal lecture model to better and more effective pedagogical strategies” (Ronchetti, 2010), it is understandable that this method is only seen as useful for teachers who usually teach through lectures. Teachers who have filled their class time with interactions, discussions, and student activities, of course, will not see the value of adding learning components through homework. But all of that has become difficult since the pandemic came. The emergence of distance and face-to-face restrictions means that teachers and students can only carry out teaching and learning processes online. Instead of students just memorizing and receiving information from home, teachers are starting to teach learning skills instead of just sharing material via apps. As stated in a literature review, “this type of classroom requires students to take ownership of their learning” (Lage, Platt, & Treglia, 2000). But, once again, many things need to be adjusted in the pandemic era.

One of the difficulties of the flipped classroom method in this study is the limitation of students to get direct feedback on their work after completing it in class, which is under the supervision of a teacher. Some of the concerns about

using the flipped classroom method using Google Classroom during the Covid-19 pandemic expressed by teachers in this study have been addressed by researchers in previous research because of the built-in support and accountability, including instant feedback mechanisms, interactive quizzes, and worksheets. Lage, Platt, and Treglia (2000) note two benefits of the flipped method: "students can clear up any confusion immediately, and the instructor can monitor performance and comprehension." If this technique is used with proper design, including built-in support, some of the initial concerns of the teachers interviewed for this study can be allayed.

5.2. Suggestion

From this study, some suggestions can be drawn to improve implementation for further research. First, teachers must be given the choice to use various online apps to support the learning process with the flipped classroom method so that activities are not limited to giving and collecting written assignments. Direct feedback is needed with this method because here students are the center of their own learning and with all the creativity they do, they have the right to discuss again whether their work or the material being discussed is correct or not.

Second, using the flipped classroom mastery model (Bergmann & Sams, 2012) can allow students to learn through the material and master course objectives at their own pace. The flipped classroom method mastery model is a combination of the flipped classroom method and mastery learning: students can

master the various course objectives at their own pace at a later time and are given a formative assessment for self-examination along with a summative assessment at the end. Through summative assessment, remediation is offered if students are unable to demonstrate mastery of a particular objective. In addition, the teacher can also instruct students to record videos of their assignments so that cheating does not occur in work or assessments. So it is hoped that students will learn more independently and understand the material conveyed by the teacher through videos on Google Classroom.

Last but not least, the platforms chosen for uploading pre-viewing materials should have a function of checking the views: checking students' notes, requiring every student to ask at least one question related to the materials, and doing the self-check quizzes. There needed mechanisms to monitor students' self-study hours with the materials before class.