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Student Perception on Initial Experience of Flipped Classroom in Sport Education Department

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Abstract

This study aimed to investigate the perception of students towards their initial experience with the flipped classroom model of education in Sport. Qualitative research method was employed, including the distribution of questionnaires and interviewing ten participants, consisting of university students in Sport education. The study found that a significant number of students had a positive view of the interactive and participatory nature of the flipped classroom. They appreciated the increased agency and felt more engaged in the learning process. However, some students faced initial challenges, including inadequate internet connectivity, difficulties in adapting to the flipped classroom's requirements, and inclusivity concerns. The study recommends that universities invest in robust Wi-Fi infrastructure and instructional resources to improve the overall student experience with the flipped classroom model. Additionally, universities could enhance the orientation programs to support students in transitioning to a flipped classroom model. Finally, this study proposes that further research should be undertaken to identify areas of improvement to institutions that aim to transition to the flipped classroom model of education effectively.

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INTRODUCTION

The expeditious advancement of technology necessitates educators, teachers, and lecturers to possess the ability to innovate and adapt to diverse applications in order to effectively engage with contemporary information. According to Collins and Halverson (2018), there is a growing prevalence of digital-based learning methods. Consequently, there is an increasing need for educators in both primary and tertiary education to possess the ability to effectively instruct pupils belonging to the millennial generation. This necessitates catering to the specific requirements of these learners, who are accustomed to utilizing electronic devices to access a wide range of information and knowledge resources. Blended learning, a contemporary learning model in the digital age, involves the integration of various learning approaches that utilize online technology media, particularly outside the classroom, along with face-to-face interactions, mostly within the classroom setting. (Zainuddin & Keumala, 2018) conducted a study on the subject matter.

The flipped classroom (FC) is an educational innovation that has gained popularity in recent years, with the use of technology. Bishop and Verleger (2013) propose a model known as the FC model, which comprises two primary components. The first component involves direct individual instruction, which can be delivered through computer-based or print-based materials that students engage with prior to class. The second component entails interactive group learning activities that occur within the classroom setting (Bishop & Verleger, 2013). According to Pierce and Fox (2012), the implementation of the flipped model has resulted in a transformation of teaching practice, characterized by a shift in traditional roles and an enhanced level of interaction between instructors and students within the classroom setting. In the context of FC, the transfer of responsibility and ownership of learning occurs as a result of the interactive engagement of students, hence shifting these roles from the teacher to the students.

According to Pierce and Fox (2012), students independently viewed pre-recorded lectures before attending class, with the primary objective of transmitting information. During classroom sessions, students engage in collaborative inquiry-based learning activities. The utilization of video and multimedia content is frequently seen as a crucial component in facilitating students' acquisition of knowledge (Araujo, Otten, & Birisci, 2017; Kim, Kim, Khera, & Getman, 2014). In the event that students encounter difficulties comprehending the content conveyed in video lectures, they possess the option to temporarily halt or replay said films for the purpose of reviewing and reinforcing their understanding. Simultaneously, students with high aptitude may choose to exclude specific segments of the video lectures in order to optimize their learning efficiency. The efficacy of modern educational methods, such as online education, in capturing the interest and involvement of Asian learners may be limited due to their accustomed learning style, which often involves teacher-led lectures as the primary mode of instruction. The use of the FC technique in Asia may potentially disrupt the established learning culture, hence challenging individuals to step outside their comfort zones (Nawi et al., 2015). Additionally, the role of teaching culture may serve as a crucial factor in the achievement of FC among Asian communities. Teachers in a Taiwanese educational institution express concerns

regarding parental perceptions that they are indolent and delegating their responsibilities to students, given that kids have already been exposed to the learning process at home prior to classroom instruction (Hao & Lee, 2016).

This notion is erroneous, as the implementation of FC necessitates the presence of the instructor within the physical confines of the classroom in order to facilitate interactive engagements. The key to a successful flipped classroom, as asserted by Bakr et al. (2016), lies in the meticulous creation of pre-class content and the presence of committed teaching personnel. A recent study has demonstrated the noteworthy impact of the FC technique on the active learning of sport education undergraduates. The results of an objective evaluation of students' knowledge acquisition shown statistically significant favorable outcomes ($p < 0.001$) (Tangiisuran, Tye, & Tan, 2017). Digital media has taken learning outside the classroom. With digital resources, students can learn outside of the classroom. Fisher (2009) says devices and internet access are important. A lot of material is available. Many online portals offer free academic study and reference materials. Richter and McPherson (2012) state that pupils can access free online learning tools in the digital age. Educational videos from YouTube, Khan Academy, and other platforms are included.

Internet videos were less useful than in-class examples, according to student opinion and focus group results. Dvorkin Camiel et al. (2014) wonder if this phenomena indicates a passive learning culture among students. This project examines the possibility of using WhatsApp and social media to increase student participation in Indonesian high schools' teaching and learning, particularly in online settings. This model is also expected to help Indonesian higher education institutions adopt cutting-edge educational methods and provide a resource for future study. In a flipped classroom, students watch pre-class videos to prepare for class discussions and idea sharing. Blau and Shamir-Inbal (2017) say commerce is relevant.

Literature Review

Online Learning

Online learning allows anyone to study at their convenience from anywhere. Cole (2000) says this optimizes learning time and space. To actively engage students and encourage information acquisition, instructional materials must be carefully designed. Rosset (2002) found that online learning has many benefits, but it requires dedication, resources, and implementation. This involves successfully delivering online teaching resources, prioritizing knowledge development and meeting students' requirements with appropriate additional resources. According to Ring and Mathieux (2002), online learning must have three key attributes: high authenticity, which involves students studying in a professional setting; high interactivity, which encourages active engagement and participation; and high cooperation, which encourages cooperative learning.

Multiple terminologies used to define online learning make it difficult to define generically. Online learning delivers educational content via computer platforms, according to Carliner (1999). Khan (1997) defines online learning as an innovative way to distribute educational content to remote pupils over the internet. The field uses e-learning, internet-based learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, web-based learning, and remote learning. All of the

above words suggest that the learner is physically separated from the educator or facilitator and uses a computer to access educational resources and interact with the tutor or instructor and other students.

Flipped Classroom

The flipped classroom requires pre-class preparation. Thus, students should have better skills to handle more difficult educational tasks. There is evidence that reducing or eliminating after-class homework can improve learning results (Abeysekera and Dawson, 2015). Barker (2013) states that teachers now manage students' classroom time. Teacher formulation of home-based preparation tasks is key.In a flipped classroom, students may watch pre-class video clips and learn new concepts and functions. Harvard University physics professor Eric Mazur pioneered the flipped classroom technique. This creative strategy has improved student attitudes and academic achievement. Mazur prepared for class using course material when he started the flipped classroom concept. According to Mazur (2013, para. 6), many believe the flipped classroom model just uses video lectures. Mazur believes video lectures are unnecessary in the flipped classroom. This interactive or pre-study education encourages and motivates students to actively learn alone and with classmates and teachers throughout the course (Weurlander, Cronhjort, and Filipsson 2016).

In course design, the flipped classroom model should not replace one-way, monologue education. This technique combines traditional classroom interaction with a two-way flow of information between teacher and student, often incorporating pre-class preparation. According to Mattis (2015), this may increase student involvement in class and outside of class. Students face two outcomes when faced with learning problems. The student's performance may be affected by a lack of subject understanding or preparation. Effective assignment completion requires collaborative conversations and group effort during in-class sessions. Mattis (2015) states that time spent in class with the teacher and collaborators is more important than experience and expertise in deciding success or failure. The author believes the flipped classroom concept could improve classroom instruction and student achievement. However, the latter claim lacks evidence.

Flipped classrooms are part of integrated learning, according to Naccarato and Karakok (2015). Flipped classrooms often reduce traditional classroom and face-to-face instructional time. A comprehensive literature review by Love et al. (2013) shows great potential for the flipped classroom. However, Villalba, Castilla, and Redondo-Duarte (2018) confirm that this region lacks comprehensive research and documentation. To compare traditional lectures to flipped classroom lectures, one must first understand the possibilities of the flipped classroom approach (Naccarato & Karakok, 2015). The perspectives and goals of a "flipping teacher" can vary greatly, creating several possible scenarios. Before comparing and measuring results, evaluate the context and goals for which a flipped classroom model may improve. Failure to do so may produce misleading results.

According to Bäcklund and Hugo (2018), many Swedish educators view interactive learning and flipped classrooms as beneficial learning designs. Flipped classrooms have yielded mixed results in recent studies (Love et al., 2013; Mattis, 2015; Sahin, Cavlazoglu, & Ynus, 2014). Swedish education is based on equal learning opportunities for all students. Flipped classroom instruction can benefit most students, but high-

achieving and neurodivergent students may experience inertia and distraction (Cronhjort & Weurlander, 2016). This page describes the terminology used to describe students with neurodiversity, which includes learning difficulties. These disparities may be due to neurodevelopmental diseases such autism, dyslexia, and ADHD (Bax, 2020). Students that have no cognitive deficiencies or unknown learning abnormalities are "neurotypical".

Bäcklund and Hugo (2018) review flipped classroom research in detail. In the following discussion, we summarize the scholarly literature on the flipped classroom approach in higher education, secondary, and primary education. Flipping the classroom affects more than just exam grades, according to Sahin, Cavlazoglu, and Ynus (2014). First and foremost, younger pupils are more accepting of technology in school than previous generations. People interpret the flipped classroom model as a way to complete homework during class, not as a way to maximize learning time. Preparedness benefits students and teachers, who benefit from their students' class readiness. A handy way for students to prepare helps them expand and improve their topic knowledge. Thus, complex task decoding is easier (Sahin, Cavlazoglu, & Ynus, 2014).For Swedish postgraduate and sports courses, Birkenkrahe and Kjellin (2015) created a flipped classroom concept. The authors argue that online flipped classroom courses' many aspects affect student interaction and participation make it difficult to empirically identify success factors. This emphasizes the challenges of researching the best flipped classroom design.

Online Learning for Sport Students

Online learning platforms have revolutionized sports education by giving students unparalleled access to information and personal and professional development opportunities. High-quality instructional films, interactive quizzes, and virtual simulations have transformed learning for sport students. The time of temporal and spatial classroom confinement is over. Online learning solutions allow athletic students to study anytime, anywhere (McCullogh, N, et al., 2022). Personalized learning is a major benefit of online learning platforms. Sport students can tailor their education to their needs. Individuals can learn at their own pace, allowing them to explore complex topics or repeat difficult concepts. Since sports kids have intense training regimes, this flexibility helps them adjust. Students can balance their academic and athletic pursuits (Al Awamleh, A., 2020).

Online learning platforms offer a wealth of content customized to sports students' needs in addition to their flexibility and customisation. These sites offer a large choice of instructive films with professional demonstrations and techniques in several sports. Students can study these movies and get insights and practical knowledge to improve their training and performance (Lominé, L. L., 2002).

Sports students can also assess their learning progress with interactive quizzes and assessments on online learning systems. These assessments provide immediate feedback, helping students identify areas that need more practice. Real-time feedback helps students learn and grasp the material (Hergüner, G, et al., 2021). Virtual simulations and interactive exercises that simulate sports are very common in online learning systems. Sport students can completely engage in virtual worlds, improving their decision-making, strategic thinking, and problem-solving. Experiential learning helps sport students develop critical thinking skills and apply theoretical knowledge, preparing them to

overcome athletic challenges (Murad, F. A., & Kamal, A. A., 2021).

Collaboration in online learning platforms enhances athletic students' education. These platforms allow students to actively participate in discussions, share thoughts, and learn from their peers. Collaborative projects foster camaraderie and collaboration, which are important in sports and life beyond school (Martinez, J. M., & Barnhill, C. R., 2017). In summary, online learning platforms have transformed sports education by giving students access to top-tier resources, specialized learning experiences, and interactive simulations. The platforms' flexibility allows sports-focused students to achieve their academic goals while practicing hard. Educational movies, interactive quizzes, and virtual simulations boost interest and retention. Online learning systems' collaborative features foster peer-to-peer learning and critical cooperation skills. Online learning in sports education has great promise for students who want to flourish in both athletics and academics as technology advances.

METHODS

Participants

A total of twenty participants, consisting of five male and five female students, were recruited for the purpose of this study. The participants in this study consist of students enrolled at Universitas Negeri Medan, an Indonesian university. The individuals in question are enrolled as students within the Faculty of Sport Education, where they pursue studies in the Sport department. The age range of the individuals varied from 20 to 23 years. Table I displays the demographic characteristics of the subjects.

Table 1. Participants Demography

Participant	Gender	Age	Department	
FX	Male	20th	Sport	6
ML	Male	20th	Sport	6
TK	Male	21th	Sport	6
MA	Male	21th	Sport	6
AS	Male	20th	Sport	6
PKA	Female	21th	Sport	6
PKB	Female	22th	Sport	6
HN	Female	21th	Sport	6
LR	Female	21th	Sport	6
KN	Female	20th	Sport	6

Prior to commencing the investigation, the authors requested the participants to complete a consent form, so showing their voluntary agreement to partake in the study. The study's objectives, research methodology, and potential dangers were delineated by the authors. Subsequently, the students reached a consensus to engage in a sequence of interviews, wherein the outcomes of those interviews form the corpus of the participants' life data. The authors employ pseudonyms instead than disclosing the full names of the participants in order to safeguard their privacy.

Sampling Procedures

Multiple phases were used to collect data. The authors first stated the study's goals and solicited student participation. After consenting to the study, participants were given a Google form survey. The survey asked about

participants' educational backgrounds and Flipped Classroom use. After the Google form written interview, the online interview was scheduled. The online interview was scheduled based on participant availability. WhatsApp and Zoom video calls were used for the interview. The interview was taped for application research. Three to five minutes were spent on each interview. To ensure accuracy, the interview information was checked and analyzed multiple times. To aid identification and classification, it was carefully transcribed and grouped into tables. Bahasa Indonesia was used for the interview.

Materials

Two data collection methods were used. The first method uses a Google form to conduct a textual interview, while the second uses Whatsapp, video, chat, and Zoom. The study examined participants' Flipped Classroom learning experiences and expectations in a semi-structured virtual interview. That The interview covered the benefits of Flipped Classroom, what participants like about it, and how it is used in education. Participants answered questions quickly and confidently during the interview. Because the author and interviewer are close. The author teaches while the participants are students in their connection. They regularly discussed non-academic topics. Thus, the author may study more participant data. Data analysis followed participant interviews. Prior to data analysis, the authors allowed participants to review interview data, a technique called member checking. This action was taken to improve data dependability and reconstruction integrity.

Design or Data Analysis

Thematic content analysis was employed to examine the collected data. The purpose of this theme analysis was to enhance comprehension of the narrative's content rather than its formal organization. Furthermore, it was employed to discern challenges and encounters focused around specific themes. The focus of the study revolved around iteratively engaging with the interview transcript in order to grasp the underlying meaning and narrative discourse. The transcript was next subjected to coding procedures, wherein the identification and categorization of themes, subthemes, and any further emergent themes were carried out. The data that were obtained were then encoded and classified (refer to Table II). The data were afterwards assessed using the application of critical discourse analysis in order to ascertain the accurate interpretation of each participant's verbal expression. The objective of this methodology was to examine the intrinsic significance present in empirical data as textual information. Furthermore, Halliday emphasized that the translation of a phenomenon can be achieved by the manipulation of meaning, word arrangement, and the incorporation of experiential elements within a specific social and situational framework.

RESULT

Teaching methodologies are always evolving, and in recent years, the introduction of the flipped classroom style of teaching has gained popularity amongst educators in Sport. Flipped classroom model reverses the traditional order of classroom activities by introducing students to the content before class, utilizing class time for active learning and discussion. This approach has the potential to increase student involvement and improve learning outcomes. In this article, we will explore the perceptions of students in Sport

towards this teaching model by examining the results of a survey conducted to gauge their initial experience with the flipped classroom model.

Table 2. Questionnaire

No	Question	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	Do you find the flipped classroom model appealing?	25%	55%	10%	10%
2.	Did you feel more engaged in the flipped classroom model as compared to the traditional model of teaching?	30%	40%	20%	10%
3.	Did the flipped classroom model allow you to participate more in classroom discussions with your peers and lecturers?	35%	30%	10%	25%
4.	Were the pre-session materials available to you before each class?	45%	35%	10%	10%
5.	Did you face any challenges accessing the pre-session materials?	25%	55%	15%	5%
6.	How did the flipped classroom model affect your understanding of course content?	25%	50%	10%	15%
7.	Was the flipped classroom model useful in developing self-directed learning skills?	35%	45%	10%	10%
8.	Would you prefer flipped classroom teaching methodology over traditional teaching methodology?	25%	55%	10%	10%
9.	Was the flipped classroom model beneficial for collaborative learning?	30%	40%	20%	10%
10.	Do you think that the university should continue using the flipped classroom model for future academic sessions?	35%	40%	15%	10%
	Total Averange	20%	50%	15%	15%

Positive Perceptions of Flipped Classroom

As a result of the survey, a significant trend emerged, indicating positive student perception towards the flipped classroom model. On the question of how much students liked the model, 70% of the students answered positively (20% strongly agree and 50% somewhat agree), signifying that they found the flipped classroom model appealing. This response validates the effectiveness of this model and accentuates students' preference for a more active learning approach. The findings of the survey exhibit resemblances with the perspectives of the participants who were present during the interview process. The table provided below (Table 4) presents a compilation of the viewpoints expressed by the participants.

Table 3. Students' Positive Perceptions on Initial Experience of Flipped Classroom in Sport Education

No	Students' Perception	Participant
1.	I feel more engaged in this type of classroom model because I have the necessary materials to review prior to the lesson.	P1
2.	I appreciate the flexibility in learning that this model offers, which has made it easier to balance my personal and academic life.	P3
3.	This model has helped me develop essential self-directed learning skills that will be useful in my future job.	P5
4.	Using technology to access the materials and complete group projects has improved my technological literacy, which is a valuable skill in the job market.	P7
5.	I enjoy the collaborative approach this model takes, which has allowed me to share knowledge and work effectively with my peers	P8
6.	By being better prepared for each class, I feel that my understanding of course content has improved."	P9
7.	I appreciate it when classes are not just lectures and this model caters to my diversified learning style	P10

Negative Perceptions of Flipped Classroom

While the majority of students exhibited a preference for the flipped classroom model, a number of participants expressed reservations regarding this instructional style. One prevalent concern expressed by students pertains to the necessity of having dependable internet connectivity. Aligned with this particular concern, a subset of students conveyed their apprehension around the potential omission of essential content in the event that they were unable to retrieve the pre-session materials. Moreover, the percentage of students who reported encountering difficulties in getting the necessary materials was comparatively greater in relation to the other issues. Therefore, it is imperative to prioritize the provision of accessible and dependable internet connectivity inside the academic setting. The survey results indicate that a significant proportion of students, specifically 30%, expressed a negative sentiment towards the flipped classroom model. This negativity was further divided into 15% of students disagreeing and an additional 15% strongly disagreeing with the appeal of this instructional approach. The results of the poll demonstrate similarities with the viewpoints expressed by the individuals who were involved in the interview procedure. Table 5 displays a collection of the perspectives articulated by the participants.

Table 4. Students' perception on Negative Perceptions of Flipped Classroom

No	Students' Perceptions	Participant
1.	I can't participate in the online discussion board because my internet keeps disconnecting	P2
2.	I couldn't access the pre-session materials because my internet was down	P4
3.	My video assignments upload is taking forever. I don't think I can submit it on time	P6

DISCUSSION

The flipped classroom paradigm has gained popularity in modern

education. This technique allows students to easily access pre-session information and self-review. SY Chan et al. (2018). These resources allow students to prepare for class and actively participate in discussion. This approach allows students to reread course content until they grasp it. Thus, when they enter the classroom, kids are more ready to talk, ask questions, and collaborate. The above strategy creates an interactive learning environment that encourages proactive learning (Blair, E., et al., 2016).

Students must attend lectures, take notes, and complete assignments on time in traditional schools. The flipped classroom model gives students more control over their study schedules. Students can manage their calendars and engage with course content at their convenience with pre-session materials like films, readings, and quizzes (Zainuddin, Z., & Attaran, M.; 2016). Students can learn at their own pace without the constraints of a traditional classroom with this method. Taking responsibility for their learning Students become more prepared for class, contribute more to classroom discussions, and complete homework more efficiently. In the flipped classroom paradigm, giving students more schedule liberty may boost engagement and learning (Beatty, B. J., & Albert, M., 2016). Peer collaboration is a hallmark of the flipped classroom. The flipped paradigm encourages peer learning and collaborative project work instead of instructor-led instruction. The flipped classroom paradigm uses pre-session materials and interactive learning approaches including conversations and group activities to promote peer-to-peer learning. This method creates an engaged and dynamic classroom, making class more enjoyable and meaningful. It also allows students to learn from their classmates and use their skills. Group assignments allow students to share knowledge, get new perspectives, and improve their critical thinking and problem-solving skills. Active learning, collaboration, communication, and cooperation boost student engagement in the flipped classroom. The flipped classroom allows students to learn and collaborate with their classmates, providing them with real-world skills. E. Colomo-Magaña et al. (2020).

The flipped classroom paradigm emphasizes using technology to deliver vital teaching components. Students will use online resources to access pre-session materials and participate in discussions and activities on digital devices. Students become proficient in several technologies, strengthening technological competencies. This prepares kids for further education and the modern workforce, where digital skills are essential. As technology becomes more important in higher education, the flipped classroom model gives students the skills to succeed in new situations. The flipped classroom paradigm aims to provide an engaging and effective learning environment. Additionally, this method allows pupils to develop valuable digital skills that will benefit them after school. Z. and A. Unal (2017).

Some flipped classroom students have terrible experiences due to unreliable internet connectivity. Insufficient internet connectivity can prevent students from accessing pre-session materials, online conversations, collaborative tasks, and activities, limiting their learning experience. It also limits participation in virtual class sessions, which may reduce educational engagement. Students may also feel stressed and anxious due to sporadic internet connectivity, which might delay assignment completion. Poor internet access affects the educational process and students' capacity to attain their full

potential, affecting both students and instructors. Despite the many benefits of flipped classes, internet access must be improved immediately. This is necessary to give all pupils equal access to high-quality education. H. J. Cho et al. (2021). Students may struggle if they don't complete the necessary work before a flipped classroom starts. The flipped classroom format requires students to read pre-session materials to prepare for class discussions, group assignments, and activities. Due to an inconsistent internet connection or other causes, students may fall behind at the start of the course, increasing tension and anxiety. Delays in progress can also alter a student's learning curve and affect their entire education. The flipped classroom model may overwhelm and disorganize students, decreasing their motivation and interest in the course. T. Roach (2014).

The introduction of free and reliable internet connectivity in universities promotes distant education and academic success. Wi-Fi is available in most colleges, however its stability and speed might be inconsistent. Given the current educational landscape of remote instruction and online materials, good internet connectivity is essential. A reliable and fast internet connection allows for uninterrupted real-time sessions, exchanges, online seminars, assignments, research, and educational materials. The institution should upgrade its infrastructure to provide high-speed Wi-Fi and strategically place hotspots across campus to maximize coverage. Additionally, the university must consider allocating funds for internet access subsidies, especially for low-income students. This would ensure equal internet access for all students, allowing them to use it for academic purposes. In the larger context, free and reliable internet connectivity in universities is essential to provide equal access to high-quality education and improve students' educational experiences.

CONCLUSION

In summary, the overall sentiment among students on the initial implementation of the flipped classroom model in Sport education is predominantly favorable. A considerable proportion of students express appreciation for the dynamic and engaging aspect of this instructional approach. Nevertheless, a subgroup of students encountered certain preliminary obstacles in relation to the implementation of the flipped classroom approach, including insufficient access to internet connectivity and issues in adjusting to the specific demands of this instructional model. The institution must prioritize addressing inclusivity and accessibility as important issues in order to ensure that all students, regardless of their background and financial condition, have access to quality educational experiences. In order to address early obstacles, it is advisable for institutions to allocate resources towards establishing a dependable Wi-Fi infrastructure and other digital assets. This will ensure that students are able to actively engage in the flipped classroom approach. Furthermore, it is suggested that colleges should consider improving their orientation programs and offering instructional materials to assist students in successfully transitioning to the flipped classroom model. In conclusion, it is recommended that universities do additional research to explore student perceptions and experiences of the flipped classroom model. This research would serve to identify potential areas for improvement and enable universities to continuously adapt their policies and procedures to align with current educational practices, thereby promoting

the comprehensive development of students..

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