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Implementation Of Flipped Learning-Based Learning In The Subject Of PJOK At Junior High School 3 Kartasura

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Abstract

This study explores the implementation of the Flipped Learning model in Physical Education, Sports, and Health (PJOK) at Junior High School 3 Kartasura. Flipped Learning reverses the traditional approach by having students study materials independently at home via digital media, such as videos or e-books, and then engage in practice and discussion during classroom sessions. Using a descriptive qualitative method, data were collected through interviews with the PJOK teacher, the vice principal for curriculum, and 20 students. The findings indicate that Flipped Learning was implemented effectively, with positive responses from both teachers and students. Classroom time was utilized more efficiently for practical activities, and students felt better prepared and more engaged. Challenges included limited internet access and some students' lack of discipline in completing pre-class learning. Nevertheless, support from the school, including technological facilities, teacher training, and students' digital literacy, facilitated success. Overall, Flipped Learning enhanced engagement, learning efficiency, and practical performance in PJOK.

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INTRODUCTION

Education is a key driver of students' holistic development, encompassing cognitive, emotional, and physical aspects (Kamal & Artikel, 2021). In Indonesia, Physical Education, Sports, and Health (PJOK) is designed not only to enhance students' physical abilities but also to develop mental resilience, social skills, and moral values (Fajrin et al., 2020; Mustikaningrat & Sulastri, 2025; Pranata et al., 2021). Despite its importance, PJOK learning in many schools often encounters challenges, such as low student engagement, limited learning resources, reliance on teacher-centered methods, and difficulty in adapting materials to students' interests and regional contexts(Andrian et al., 2023; Eka et al., 2021; Suryadani et al., 2022). These issues can reduce the effectiveness of learning and limit opportunities for students to actively participate and develop critical thinking skills(Meka et al., 2023).

Advancements in educational technology and pedagogical approaches provide opportunities to overcome these challenges(Farida et al., 2019; Kurniawan et al., 2022; Setiawati et al., 2022). One approach that has gained attention is Flipped Learning, which reverses conventional instruction by having students first engage with learning materials independently outside the classroom, while face-to-face time is dedicated to discussion, practice, and problem-solving(Jelantik & Gunawan, 2023; Saktiawan & Kanca, 2023). This method shifts the teacher's role to that of a facilitator, encouraging students to become active, independent learners and enabling more personalized and interactive classroom experiences(Hasmara & Ma'arif, 2023).

Previous studies indicate that Flipped Learning can improve students' critical thinking, self-confidence, and engagement(Firmansah et al., 2023). However, research on its implementation in PJOK particularly in offline school settings remains limited. Most existing studies focus on theoretical or digital contexts, leaving a gap in understanding how Flipped Learning affects students' participation, motivation, and learning outcomes in practical, school-based PJOK activities(Indra et al., 2023; Rahayu et al., 2023).

This study aims to address this gap by examining the implementation of Flipped Learning in PJOK at Junior high School 3 Kartasura. Specifically, it investigates how this approach influences students' engagement, understanding of material, and overall learning outcomes. The findings are expected to provide insights into effective, student-centered strategies that can enhance PJOK learning and support the balanced physical, mental, and social development of students.

METHODS

This study employed a qualitative descriptive approach aimed at producing detailed accounts of Flipped Learning implementation in Physical Education, Sports, and Health (PJOK) at JUNIOR

HIGH SCHOOL 3 Kartasura. The approach was chosen for its focus on in-depth understanding of naturally occurring phenomena through observation of behaviors and verbal expressions(Al Husaeni & Nandiyanto, 2022; Hasanah et al., 2022). Descriptive research allows for capturing real-life situations without manipulation to depict events as they naturally occur (Kusuma et al., 2023).

Participants

The research subjects included the school principal or vice-principal responsible for curriculum, PJOK teachers, and 20 students participating in Flipped Learning sessions. Participants were selected based on specific criteria: PJOK teachers with at least one semester of experience implementing Flipped Learning, students from diverse backgrounds who participated in the model, and school administrators directly involved in policy or implementation oversight.

Sampling Procedures

Purposive sampling was employed to ensure participants met predefined criteria relevant to the study's objectives. This technique enabled the selection of individuals with direct experience and knowledge of Flipped Learning practices.

Materials and Apparatus

Primary data were collected through semi-structured interviews with PJOK teachers and direct classroom observations. Secondary data were obtained from supporting sources such as books, journals, articles, and relevant documents. Instruments included observation checklists, interview guides, and documentation tools (e.g., photographs, field notes, and archival records).

Procedures

Data collection involved participatory observation to directly capture the implementation of Flipped Learning, semi-structured interviews to obtain in-depth and flexible information, and documentation to supplement field data. Data validity was ensured through triangulation across sources, methods, and time to confirm accuracy and consistency.

Design and Data Analysis

The study followed a qualitative descriptive design. Data analysis was conducted through three main stages:

1. Data reduction – filtering and summarizing relevant information.
2. Data presentation – organizing and displaying data for clarity and comprehension.
3. Conclusion drawing/verification – synthesizing findings from observations, interviews, and documentation to provide a comprehensive depiction of Flipped Learning management at JUNIOR HIGH SCHOOL 3 Kartasura.

RESULT

This Junior high School 3 Kartasura is a public junior high school located in the Kartasura subdistrict of Sukoharjo Regency, Central Java. The institution was officially established on 17 February 1979 under a 1979 founding decree issued by the Ministry of

Education and Culture. The school sits at Jl. Pangeran Diponegoro No. 64, Kertonatan, Kartasura, and currently serves 887 students supported by a staff of 48 certified teachers. According to BAN-SM Decree No. 1347/BAN-SM/SK/2021 dated 8 December 2021, the school holds an accreditation rating of A.

The school's stated vision is to develop a school community characterized by strong moral character, environmental awareness, and achievement. Its mission emphasizes strengthening faith and piety, fostering polite behavior, optimizing stakeholder participation, improving academic and non-academic quality, enhancing counseling services, and nurturing environmental responsibility.

This study examines the application of flipped-learning strategies in physical education (PJOK) at Junior high School 3 Kartasura. The research engages twenty eighth-grade students selected to reflect active participation and diverse academic backgrounds as well as the PJOK teacher and school administrators involved in curriculum oversight. Key personnel contributing to the study include PJOK teacher Sultan Achmad Mansyur Syah, S.Pd.; curriculum vice-principal Dra. Wahyuni Puji Rahayu; and members of school leadership such as Eny Widayati and Waluyo, S.Pd., who support and supervise the teaching learning process.

Data Presentation and Data Analysis

The study commenced on May 14, 2025, following preliminary observations conducted since April 2025 at Junior high School 3 Kartasura. This research focused on the implementation of the Flipped Learning model in Physical Education and Health (PJOK) lessons. According to an interview with the PJOK teacher, Sultan Achmad Mansyur, instructional materials were distributed two days prior to the class via WhatsApp or Google Classroom, in the form of videos, e-books, or YouTube links. During face-to-face sessions, classroom activities emphasized practical exercises, discussions, and problem-solving, enabling students to engage more actively and come prepared. This was further supported by Wahyuni Puji Rahayu, the Vice Principal for Curriculum, who confirmed that the school has been applying Flipped Learning for the past two years, providing teacher training in digital media and utilizing Google Workspace platforms. Students also reported that this approach enhances their understanding of the material, as they watch it beforehand, allowing classroom time to be devoted primarily to hands-on practice.

The application of Flipped Learning brought several advantages to the effectiveness of PJOK instruction. Teachers observed that students exhibited higher confidence, increased participation, and improved practical performance because they were already familiar with the content. Classroom sessions became more dynamic, efficient, and student-centered, as noted by Wahyuni Puji Rahayu. In the context of PJOK, theoretical concepts were learned at home, optimizing in-school time for developing motor skills. Students additionally experienced positive outcomes such as better comprehension, preparedness, and learning motivation, as they could review the materials multiple times according to their needs. Overall, the findings indicate that planning and implementing Flipped Learning at Junior high School 3 Kartasura have been effective, demonstrated by heightened student engagement, understanding, and academic achievement.

The implementation of this model has encountered several challenges. According to both teachers and students,

not all learners have reliable access to the internet or adequate devices, and some students struggle with self-directed learning. In addition, creating digital content demands extra time and effort from teachers. Nevertheless, supportive factors such as the provision of school Wi-Fi, ICT training, and students' enthusiasm for digital media have helped mitigate these obstacles. The school, through curriculum support, has reaffirmed its commitment to fostering ongoing innovation in technology-based learning, aligning with the Merdeka Curriculum principles that emphasize student independence and creativity. Consequently, the adoption of Flipped Learning at JUNIOR HIGH SCHOOL 3 Kartasura is expected to continue and contribute to enhancing the quality of PJOK instruction in ways that are active, innovative, and meaningful.

DISCUSSION

The implementation of the Flipped Learning model in Physical Education at Junior high School 3 Kartasura was examined through interviews, revealing three main aspects: application, supporting and inhibiting factors, and outcomes. Before face-to-face sessions, students received instructional materials, while classroom activities concentrated on practical exercises and assessments. Key enablers included strong school support and teacher preparedness, whereas limitations such as insufficient devices and internet connectivity posed challenges. Overall, employing this model appeared to enhance both student engagement and learning outcomes.

Implementation of the Flipped Learning Model in Physical Education Subjects at JUNIOR HIGH SCHOOL 3 Kartasura.

At Junior high School 3 Kartasura, the Flipped Learning model has been systematically implemented in physical education (PJOK) classes. Two days prior to face-to-face sessions, PJOK teachers provide students with materials such as videos, e-books, and YouTube links through WhatsApp or Google Classroom, allowing learners to study independently. During in-person meetings, class time is devoted to practicing physical movements, engaging in discussions, and solving problems tailored to the nature of PJOK(Jusran, 2018). According to the Vice Principal of Curriculum, the school has supported this approach for two years by offering teacher training and utilizing digital platforms like Google Workspace. Students have responded positively, noting that prior access to learning materials helps them feel more prepared for practical activities. Therefore, Flipped Learning serves not only as a digital innovation but also as an active learning strategy that enhances both student engagement and independent learning(Gunawan et al., 2024).

Inhibiting and Supporting Factors in the Implementation of the Flipped Learning Model in Physical Education Subjects at JUNIOR HIGH SCHOOL 3 Kartasura.

The effectiveness of Flipped Learning in practice is shaped by both

hindering and supporting factors. Major obstacles include limited internet access, insufficient technological devices, and students' low discipline in studying materials prior to class, highlighting the necessity of self-directed learning readiness(Shodiqin, 2022). Conversely, facilitating factors such as the availability of school Wi-Fi, teacher training, the use of online platforms, and students' habitual engagement with digital devices and media help streamline the learning process. Such support allows learners to access and revisit content at their own pace, enhancing comprehension according to individual needs(Saputro et al., 2023). Therefore, the success of Flipped Learning implementation largely depends on the adequacy of infrastructure, teachers' proficiency, and students' motivation and responsibility in independently utilizing digital learning resources.

Results of the Implementation of the Flipped Learning Model in Physical Education Subjects at JUNIOR HIGH SCHOOL 3 Kartasura.

Based on interview findings, the implementation of the Flipped Learning model in Physical Education at Junior high School 3 Kartasura has shown a positive impact on both the learning process and outcomes. Teachers reported that students exhibited greater engagement, self-confidence, and enthusiasm, as they had already reviewed the material prior to practical sessions, allowing classroom time to focus on refining motor skills(Husna et al., 2024). The vice principal of curriculum emphasized that this approach enhances learning efficiency, fosters independence, and strengthens critical thinking and problem-solving abilities. From the students' perspective, Flipped Learning enabled better preparation for practice, improved comprehension of physical movements, and contributed to higher academic achievement(Subandi et al., 2023). Overall, the Flipped Learning model proved effective in creating a student-centered, efficient learning environment that promotes self-directed skill development and practical competence, despite encountering technical challenges that can be addressed through school support and preparedness from both teachers and students.

CONCLUSION

The study revealed that implementing the Flipped Learning model in Physical Education at Junior high School 3 Kartasura effectively enhanced both the learning process and outcomes. Prior to face-to-face sessions, students received instructional materials such as videos, e-books, or YouTube links, allowing classroom time to focus on practical activities, discussions, and assessments. Despite challenges including uneven internet access, limited availability of student devices, and the need for self-directed learning discipline, successful application was facilitated by teacher training, school-provided Wi-Fi, and students' familiarity with technology.

Findings indicated that students became more engaged, confident, and prepared for hands-on practice since they had already studied the material beforehand, leading to improvements in participation, practical performance, critical thinking, and independent learning skills. Overall, Flipped Learning fostered a more student-centered, efficient, and 21st-century-relevant learning environment.

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