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## **The Flexible Environment and Professional Educators toward the Use of Video in Flipped Learning**

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### **Abstract**

Globalization and the growth of technology required the students and teachers to improve the learning process. The English instruction was also in-line with the implementation of the technology, such as conducting the flipped learning. In flipped learning, the teacher enables the student to learn through the online video. Therefore, this research aims to investigate the role of video in flipped learning-based English instruction. The current study was done at SMA Negeri Bali Mandara that involved three participants. The data collection was done through observation, in-depth interviews by using an interview guide, voice record, and online video. The qualitative data was analyzed through the phase of data reduction, data display, and conclusion drawing. The results showed that the students had positive responses and perceptions due to video in the learning process, which enabled them to improve their English skills.

### **Keywords**

flipped learning, role of video, students' perception

## Introduction

21<sup>st</sup>-century education requires the students and teachers to follow the technology and apply the development in the learning process. The rapid growth of science and technology causes learning issues to continue to grow along with the shift in recent learning orientation, which is more inclined towards online learning (Anugrah et al., 2020). The development brings a positive impact on the educational field. The teacher must be able to operate and provide the students with a new teaching method. The learning process in this era is no longer done in the classroom. It can be held wherever, which is not tight with the dimension of time and place.

A conventional teaching method is no longer used to encourage students' willingness to learn English. Traditional instruction teaches students to listen and become passive learners in the classroom (Farida et al., 2019). Therefore, the newest method leads the students to have a unique learning environment. The new innovative teaching method is flipped learning. Flipped learning leads the students to learn about the material before joining the classroom (Farida et al., 2019).

The teacher who wants to conduct the flipped learning must understand the four pillars of flipped learning: a flexible environment, a culture of learning, intentional content, and a professional facilitator (Sams et al. in Romero-García et al., 2018). As facilitators in the flipped learning process, the teachers provide the students with digitalization in this globalization era. However, the student's learning process in language learning should emphasize their English skills such as speaking, writing, listening and reading. Therefore, one of the media that can be used is a video. The use of video increasingly helped the students and teacher to run the learning process smoothly.

Based on the preliminary observation, the teacher used the video to enhance students' learning of English. The teacher also familiarized the students to be digital native learners. Students learned primary content from the instructional video before the class in flipped learning. The teacher informed the student how to use the video, design the homework, and introduce the preliminary material. It was done to encourage students to complete their goals in learning.

Besides, students also need to have a supportive environment and facilities to support their process. Bergmann & Sams (2012) mentioned those four pillars, such as a flexible environment, which creates the learning space for group or individual work. Learner culture that shifts the teacher center becomes the students center approach. Intentional content that means the flipped learning intended helped the students in conceptual and procedural fluency. The last professional educator that the teacher becomes more critical than the conventional teaching.

There are similar topics that use video as the media to teach the students in flipped learning strategy. Coffey (2014) revealed that the students improved their ability when they learned through the video with the written feedback from the teacher. Delozier & Rhodes (2016) also found that video gave the cognitive processes in conventional or flipped learning. Next, Long et al. (2016) researched that pre-class video in the flipped

classroom impacted the students' attitudes. Thus, [Jensen et al. \(2018\)](#) studied that video lectures have a minor advantage over interactive tutorials or textbook-style readings in overall student learning.

Then, the similarities between the previous research and the current research are the benefit of using video as the tool and media in flipped learning. However, the difference is that the recent study uses the video in flipped learning, which emphasizes the four pillars explained earlier. Thus, the research aims to investigate the role of the video in students' learning in the context of flipped learning-based English instruction at SMA Negeri Bali Mandara.

## Method

The research applied a descriptive qualitative study that describes the phenomenon observed. In this case, the students learning environment and course were observed to see the video in the learning process. The research was done in SMA Negeri Bali Mandara. The school was chosen because the school is one of the schools that conduct flipped learning and allows the students to learn through the video, Schoology, and teachers' blog as the resources. The recent research involved three participants who gave information about the use of video in the flipped learning. The data was collected by observing, interviewing, voice recording, online ad video prepared by the teacher. The interview guide is used to guide the researcher in gaining accurate data. The interview guide consists of open-ended questions regarding the students' experience in flipped learning-based English instruction. The data which already been gathered. The information was selected, filtered, and simplified. Thus, the data displayed to conclude students' perceptions of online video and flipped learning. In conclusion, the data that has been analyzed will answer the research question related to the topic.

## Results

After conducting the observation and gathering the data, it continued to the in-depth interview with the students. It was done to get the respondents' data, answering the question related to the aim of the research. However, the article focuses on the flexible learning and professional educator indicators.

**Table 1.** Interview Guide

Aspects	Questions
Flexible Environment	1. What do you think about learning flexibility? 2. Do you think the course use flipped learning through online video, making your time flexible?

Aspects	Questions
Professional Educator	<ol style="list-style-type: none"> <li>1. Do you think the course that uses the online video as the source can improve your English skills?</li> <li>2. Do you think the course that uses video as a medium can improve your learning skill?</li> </ol>

Those questions are developed from the relatable aspects. The flexible environments are related to the professional educators who facilitate the students learning English through the video. The learning process becomes more meaningful and engages the students' willingness.

From the in-depth interview, which has been done with three students. It was found that they had a similar opinion which proves the video makes the learning more flexible. It also found that the efficiency of the video impact students' learning process. The students stated:

"In my opinion, this method is useful since the students can replay the video many times if they do not understand the material yet. They also find out the references and sources on the internet."

That statement represents that the video helps the students be more flexible in understanding the material. The flexibility allows them not to depend on time, place, and space. The students can learn anywhere without the limitation of time. Thus, it is supported by the school facilities such as Wi-Fi, computer laboratory, and language laboratory. Through the facilities provided, the students are more straightforward access to the information to complete their course.

Furthermore, the students also stated about the effect of the course, which uses the video as the media. The students revealed that the video helped them in learning which enhanced their willingness. It was done by the video that has audio and visual. The students believed their English skills are improved since using the video in learning. It is supported by the student's statement as follow:

"Of course, if we learn through the online video which has the native speaker in it. It helped us as the students to enhance their speaking and listening skills. The students get used to listening to the native speaker. They know the correct pronunciation which closes to the native speaker."

## Discussion

A flexible environment plays an important role. The critical function can be seen from the students' preference in what they want to learn. The students can create a flexible learning environment. One of the flexible learning environments is the use of video as the media. [Alhamami & Khan \(2019\)](#) stated that the flipped language classroom utilizes asynchronous learning materials such as videos, audios, PowerPoint presentations

perform various activities, and so on. Besides, the course is required to conduct flipped learning.

Flipped learning can be an effective solution for the teachers to observe the students' output (Alhamami & Khan, 2019). They also argued that flipped learning helped the passive learners be more active in contributing themselves (Hamdan et al. in Tuna et al., 2018). It is also in line with the observation and students' interview results, which the students enjoy and are enthusiastic about having flipped learning-based English instruction.

The professional educator brings the learning environment to be more interesting. It showed from the video and the assignment prepared by the teacher to help the student understand the material. Thus, the use of video in the learning process plays an important role. Videos can teach the subject, emphasizing the low-level learners (Cinganotto & Cuccurullo, 2015). The video can be used to analyze the students' competence, level, and needs. The students need more practice since they learn to speak and listen through the video given. Therefore, the teachers know that the students need to improve their English skills.

## Conclusion

In conclusion, SMA Negeri Bali Mandara students positively responded to using video in flipped learning-based English instruction. They showed their positive response and perception. They stated in general that the role of video impacts their learning in English skills. Through the footage given, they learn about listening, speaking, writing, and reading directly. Thus, it is also supported by flexible learning, which enables students to remember from various references. The professional educators helped increase students' motivation by giving them relatable material through the video. On the other hand, the learning process increasing students centered learning.

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