



Flipped Classroom for Working Students: An Innovative Learning Model in Creative Writing

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Abstract

Numerous studies have demonstrated the educational and motivational advantages of using flipped classroom. On the other hand, research on teaching creative writing using flipped classroom is lacking for working students. The following gaps are intended to be filled by this paper: the need for a suitable framework for using flipped classroom to scaffold creative writing for working students. When compared to earlier times, students who work today have quite diverse traits, and as a result, their expectations have changed. As a result, using flipped classroom to pique students' interest and enthusiasm in learning activities is quite challenging nowadays. Furthermore, using flipped classroom to solve specific teaching and learning issues is interesting. In this sense, modern educators are very interested in cutting-edge teaching strategies in creative writing that cater to the demands of the modern world and the needs of their students. The flipped classroom model is one of those innovative learning strategies.

Keywords: Creative Writing; Flipped Classroom; Innovative Model Learning

Introduction

Creative Writing usually refers to an activity in the English key learning area, it followed with the rather perplexing claim “where the purpose is to entertain”. Creative writing skills development is the exception rather than the rule in teacher-education programs generally despite the evidence that supporting creativity in beginning-teacher programs supports creativity in the school curriculum, and despite the evidence advocating creative writing’s potential to liberate creativity and present a powerful stimulus for self-expression and understanding ‘self’ (Anae, 2014). For instance, explored writing/creative writing skills development among Indigenous Australian youth and concluded that not only did writing/creative writing facilitate social and literacy skills, but provided a vital medium to explore personal and community issues.

In fact, writing/creative writing became “a powerful tool to open up communication and allow change to be initiated” (Anae, 2014). Creative writing can be stimulated and supported through learning in a creative, multisensory context within a community of peers in which risk taking is encouraged and supported in a safe and supported environment; additionally, we suggest that, where possible and appropriate, taking advantage of opportunities for out-of-classroom learning can stimulate creative writing (Fitzgerald, Smith, & Monk, 2012).

Working students are students who are active in undergoing two activities at once, where the students can study and work and the activities can be carried out simultaneously and support each

other's activities. By working, students can save money for tuition fees and other college needs. Students who work part time on the sidelines of college certainly have different consumption patterns, in addition to preparing a budget for daily needs, they also need to set aside the money they earn for college needs (Adya & Rahmatia, 2020).

The most negative impact felt by working students is an overload of roles, in addition to being academics on campus, students are also required to be able to fulfill their responsibilities when working (Tommy, 2019). Working students are students who take on the role of people who are preparing themselves for certain skills at a higher education level while carrying out an activity carried out for others by contributing their talents or skills to employers for wages. In a simple term, work can be interpreted as an effort of humans to earn income to meet the needs of certain goals.

The goals can be in the form of food, shelter and other necessary needs. Factors of Work: 1) Economic factor Economic factor is one of the factors that affect a person's economic growth. In line with the development of the times, the types of human needs are increasing and developing, so that daily consumption and consumptive needs also increase. With the increasing consumption and consumptive needs of a person, it is necessary to get an additional income to get what he/she wants by working. Students who work part time are motivated by economic problems.

Students who work part time for economic purposes, usually come from a lower middle-class family so that they must be able to support their own lives, especially for migrant or boarding students (Mahalina, 2016). One of the factors that encourage students to work part time while studying is economic factors, usually this factor is carried out by students because it helps to support the family economy and increase pocket money to buy personal needs and necessary items. 2) The Education Factor Currently, education is believed to be a crucial factor for the future (Adya & Rahmatia, 2020).

Higher education has become a mandatory education for younger generation who graduated from senior high school. The demands of the time and the needs of society are also one of the fundamental reasons for the younger generation to continue to the university level, because a bachelor's degree can change the economic conditions and even raise the family's status in the community. It cannot be denied that currently there are many students with economic constraints in their families who force themselves to continue their higher education.

Flipped classroom can be defined as: "A blended learning model in which meaningful and active learning activities involving metacognitive activities are carried out as part of cooperative and individual work in classroom settings, and in which low cognitive level activities and independent studies in accordance with the individual's learning speed are carried out outside of school settings through utilization of class videos, slides, articles and course notes in digital platforms". Thus, flipped classroom model applications have two significant phases. These are: first out of the class - independent studies carried out online platforms and second in class - inquiry-based activities. In this sense, out of class activities prepare a foundation for in class activities.

Literature Review

Flipped classroom model practices give learners the opportunity to learn in accordance with their individual speed and performance (Bergmann & Sams, 2012). Students benefit from the educational videos, lecture notes, slides etc. shared in digital platforms outside of the school. They can repeatedly watch the videos through make use of stop and play feature of the videos or they can reach and study the written and visual materials at any time they want. Therefore, students can easily benefit from digital technologies and written or visual documents besides their teachers support (Fulton, 2012a).

Smith (2013) particularly emphasizes that the course videos are an important part of the flipped classroom model and shares his study findings that 97% of the participant students find the course videos useful. Herreid and Schiller (2013) also indicates course videos play important role in students’ behavior, performance and attitudes. However, it is recommended that these videos be kept short (approximately 10 minutes) in order to be effective (Alvarez, 2012; Forsey, Low, & Glance, 2013; See & Conry, 2014).

Various theoretical frameworks have been proposed for flipped classroom model in the literature. One of those frameworks was proposed by Strayer (2007) demonstrated in Figure 1. This framework points out that activity-based learning is performed by use of educational technologies in flipped classroom model; thus, learning environments are affected this process.

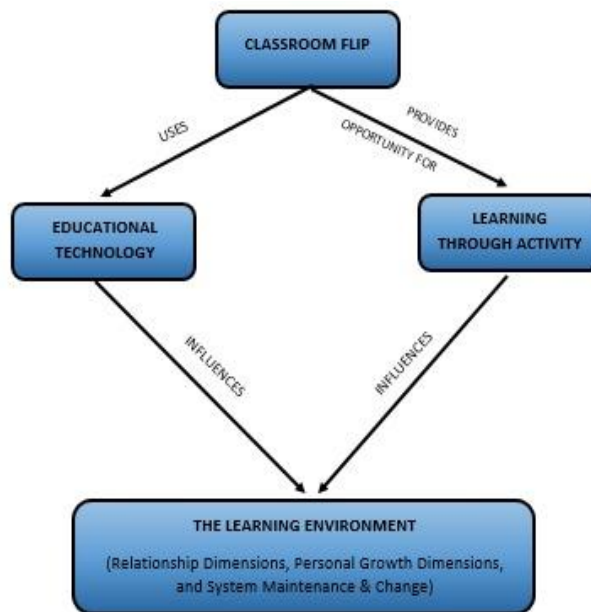


Figure 1. Theoretical framework of flipped classroom model (Strayer, 2007)

Taylor and Statler (2014) indicated that there is a relation between student engagement and learning. Through Flipped Classroom Activities, students are able to participate actively in problem-solving processes and evaluate their own learning, interact more with each other, cooperate and identify their learning gaps, develop their critical thinking skills through frequent discussion activities and to start creating more connection between existing knowledge and new knowledge. Therefore, as

it can be clearly seen in Figure 2 flipped classroom model increases the level of participation of students significantly and thus it is possible to realize active and meaningful learning.

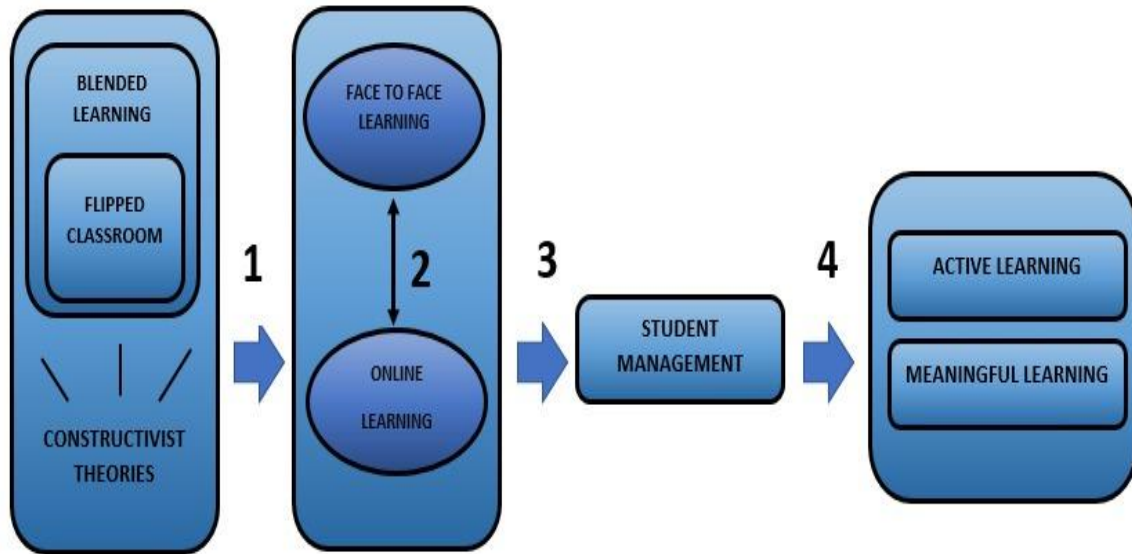


Figure 2. Theoretical Framework for flipped classroom model (adapted from Reeve, 2013)

In figure 2, four basic points are emphasized and theoretical framework of flipped classroom model is explained item by item as follows.

1. Flipped classroom model, is a type of blended learning and supported by constructivist theories, includes both online and face to face learning.
2. Instruction is carried out of the school setting through uploading videos into online platforms. In this respect, more time is gained to implement more effective teaching in the class. In other words, online learning offers opportunities to increase the quality of face-to-face learning.
3. In flipped classroom model practices both online and face-to-face learning environments are utilized and a rich learning environment is created. Thus, the level of student engagement increases.
4. Flipped classroom model develops 21st century skills, lifts the boundaries of the class, and ensures that learning activities are assessed in real life context. This results in active and meaningful learning.

Conceptual Framework

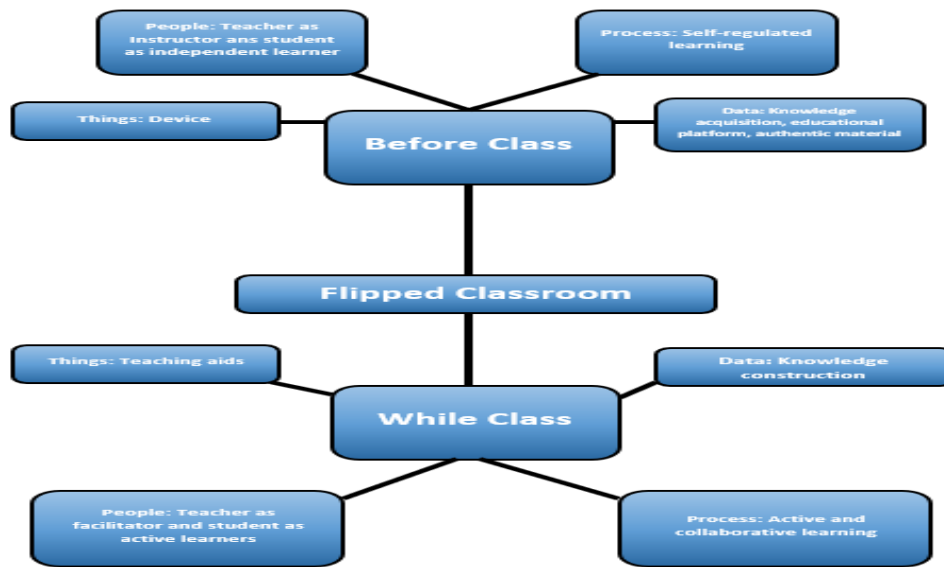


Figure 3. Conceptual Framework of Flipped Classroom

Bennet, et al. (2012) stated that although two flipped classrooms do not look similar, they have shared features which is active delivery of information before the class so the students will have extra time to do activities in class. The teacher will become the facilitator to guide the students rather than dispensers of facts and students will become active learners rather than passive learners who listen to the information given.

With the usage of online sharing platform such as Google Classroom, this will create a permanent archived tutorial of the class content. Students will have the opportunity to learn independently. Thus, the students would have extra time to complete the task and activity during class time. The conceptual framework of flipped classroom is based on the elements of IoT, which are things, people, process and data. There are two parts in a flipped classroom setting, which are before class and while class.

In before class setting, the things involved are devices that the students can use at home such as laptop, computer, smartphone and tablet. Next, the people refer to the teacher and students. The teacher will provide the students with instructions for the task before the lesson that they need to do. The students' act as an independent learner as they only need to watch the video and follow the teacher's instruction. They are responsible for their own learning, thus making them as an independent learner. This activity describes the teacher's role as an instructor.

All activities out of the class are flexible, regardless of place and time, depending on the students' academic levels and individual needs (Moffett, 2015). For this study, as the participants are working students are needed to ensure a successful flipped classroom setting. Self-regulated learning is the process element of IoT that happens in flipped classroom.

The data of flipped classroom refers to the knowledge acquisition on how the students get the input for writing activity. This corresponds with Bloom's Revised Taxonomy, which involved remembering and understanding skills. The teacher needs to provide authentic materials before the class, such as lecture video or virtual reality activity about the topic that they are going to learn. Supplementary video link from www.youtube.com can be provided for the students to watch as additional materials.

The materials would be available in educational platform such as Google Classroom and Microsoft Teams.

After the pre-class task was done, the students will proceed with in-class activities. The example of things element in while class activity is teaching aids such as i-think map and writing book. In this stage, the teacher will act as the facilitator while students will become active learners which represent the people.

The students will receive guidance from the teacher during class interaction and activities. Teachers can improve interaction with students, monitor and scaffold individual development, and give direct feedback (Moffett, 2015). Scaffolding is known to align with constructivism. Once students can do the tasks on their own, the teacher need only supervise them. This is a part of knowledge construction which is the data. The students move from the lower part to the higher part of Bloom's Revised Taxonomy which are applying, analyzing, evaluating and creating.

The process of flipped classroom involves active learning and collaboration. Winne, Hadwin & Perry (2013) suggested three types of collaboration regulations. Firstly, every group member must take responsibility for his or her learning. Secondly, every group member must support other group members in regulating their learning (co-regulated learning), and the group must collectively regulate their learning processes (shared regulation of learning).

When the students are collaborating during the planning phase, task performance and reflection, it is known as shared regulation (Jarvela, et al, 2016). According to Andrews, Leonard, Colgrove, & Kalinowski (2011), active learning may occur when an instructor avoids lecturing and students ask a question or focus on an assignment designed to help their comprehension, such as think-pair-share conversation or pair plays and exchange their responses with the entire class. Such approach puts learning within the construction of knowledge presented through peer-interaction and direct feedback.

Construction of knowledge happens when students use the input of writing they have before class and use it in the activity of writing that happens in class. According to Sams & Bergmann (2012), flipped classroom is a student-centered approach to learning where the role of the students is as active learners. The instructor or the teacher will act as the facilitator to guide, motivate and give appropriate feedback to the students' performance. By implementing flipped classroom approach, the teacher can flip the classroom by moving the traditional lecture lesson to video and the students can watch and listen to the video before they enter the class. This will provide the students freedom to

watch the video according to them and encourage them to learn independently. This will also enhance students' collaborative learning.

By flipping the class, the teacher would not spend so much time in class explaining the topic and the students would get ample of time by executing the projects collaboratively and individually, depending on the activities. In addition, by applying flipped classroom approach, the students will have the opportunity to use various type of technology media in learning activity independently. The instructors will also utilize various technology media in their lesson (Zainuddin and Attaran, 2016).

Conclusion

The conceptual framework of flipped classroom can be a foundation for the researcher to integrate Internet of Things with creative writing. Internet of Things enable the implementation of flipped classroom to run smoothly. Teachers need to move forward with ICT world and adapting to the current method of teaching working students. Flipped classroom promotes active learning and collaborative learning through authentic experience. In preparing the students for the future, they also need to get used to the elements of IoT such as the use of technology devices, the data involved and their roles as independent learners. Flipped classroom model is an important model that needs to be considered. As a result, flipped classroom model has remarkable yields for all stakeholders involved in education and training processes, especially teachers and students. When the importance of flipped classroom model and the limited number of researches that focus on flipped classroom model are considered (Hamdan et al., 2013), it is necessary to examine and develop this modern learning model in different contexts.

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