

Flipped classroom model for teaching Bahasa Indonesia in higher education

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ABSTRACT

This study aimed to design and evaluate a flipped classroom model for Bahasa Indonesia learning in higher education. It explores the potential challenges of implementing the flipped classroom in Bahasa Indonesia language teaching in a university setting. Employing a mixed method, this study combined both qualitative and quantitative approaches. In the first stage, a flipped classroom model for Bahasa Indonesia language learning was designed, considering pedagogical, technological, and contextual aspects. The model was implemented over a six-week course. Qualitative data were collected through classroom observations, interviews with lecturers and students, and document analysis. Quantitative data were obtained using pre- and post-intervention to assess students' perceptions and performance. The results showed that the flipped classroom model had a positive impact on student motivation and engagement in Bahasa Indonesia learning. However, challenges were also identified, such as the availability of quality digital resources and mastery of technology by lecturers and students. The findings of this study contribute to the development of innovative and effective Bahasa Indonesia teaching practices in higher education and provide insights for the development of the flipped classroom model in other language learning contexts.

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Introduction

Learning Bahasa Indonesia at the tertiary level is essential for students. It equips them with the communication skills necessary to successfully navigate through both academic and professional challenges. However, Bahasa Indonesia learning in higher education often faces challenges in terms of student engagement and motivation, especially for those who are not native speakers of Bahasa (Nashruddin, 2020). Traditional teacher-centered teaching methods and the lack of effective use of technology contribute to a lack of interest and active participation from students in the learning process (Lailiyah & Wulansari, 2017; Sari & Sugirin, 2015). Therefore, a new approach that can increase student engagement, encourage independent learning, and facilitate more meaningful interactions between lecturers and students is needed.

An active learning approach that places students as the main subjects in the learning process should be adopted to improve motivation and engagement. This method shifts the responsibility for learning from the instructor to the student, with the instructor assuming

the role of a coach rather than the primary disseminator of the information (McLean & Attardi, 2023; Tzenios, 2022). This approach encourages students to take ownership of their learning processes and become more independent thinkers (Howell, 2021; Irianti et al., 2022). Additionally, it fosters a more interactive and engaging classroom environment (Nguyen et al., 2021; Lombardi et al., 2021). Collaboration between lecturers and students in designing relevant and interesting curricula can also increase their interest in learning and strengthen the relationship between them.

The lack of effective use of technology can also lead to a lack of interest and active participation of students in the learning process (Bebell & O'Dwyer, 2010; Warschauer & Matuchniak, 2010; Zhao et al., 2002). Utilizing appropriate technology, such as online learning platforms and interactive multimedia, can help students become more engaged and motivated to learn (Awidi et al., 2024; Haleem et al., 2022). In the ever-evolving digital era, innovative approaches to language learning are becoming increasingly important for increasing student engagement and motivation (Ghavifekr & Rosdy, 2015).

One of the emerging learning models that has been applied in various disciplines is the flipped classroom. The flipped classroom has emerged as an innovative learning model in recent years (Shadiev et al., 2017). This model reverses the traditional approach to teaching, where students study the material independently before attending class, while class time is used for interactive activities, discussions, and deepening the material with the instructor (Bergmann & Sams, 2012). In this model, students learn the material independently first through learning videos, reading, or other multimedia content before the class starts. Meanwhile, in-class time is used for more active learning activities, such as group discussions, collaborative projects, practice exercises, and deepening materials that have not been understood (Bergmann & Sams, 2012; DeLozier & Rhodes, 2017; O'Flaherty & Phillips, 2015). By shifting the delivery of material outside the classroom through digital resources such as learning videos, reading materials, or online platforms, class time can be utilized more effectively for interactive activities, discussions, collaborative projects, and more in-depth feedback (Akçayır & Akçayır, 2018). This can increase student engagement, facilitate more active learning, and assist students in building a deeper understanding of Bahasa Indonesia (Akçayır & Akçayır, 2018; Turan & Akdag-Cimen, 2020).

The flipped classroom model works as follows (Bergmann & Sams, 2012). Students prepare at home by studying new materials through learning videos, articles, or digital resources provided by the teacher before the class begins. This allows them to pause, repeat, or slow down the video if there are parts they do not understand. Consequently, they can learn at their own pace and come to the class ready to engage in deeper discussions and activities. In class, time is used for active learning activities, such as group discussions, collaborative projects, practical exercises, or deepening of material that has not been understood, with the teacher acting as a facilitator providing guidance, clarification, and feedback. Students can interact with lecturers and classmates to discuss questions, solve problems, and deepen their understanding. As reinforcement and evaluation, during in-class activities, students can ask questions and receive feedback from lecturers, while lecturers can conduct formative or summative evaluations to measure student understanding and adjust instruction if necessary.

The flipped classroom model offers several advantages. It increases student engagement in active learning in the classroom (Cho et al., 2021; Howell, 2021; Li & Li, 2022; Meyliana et al., 2021), allows students to study the material according to their own learning pace at home (Gustian et al., 2023; Hew et al., 2020; Sosa Díaz et al., 2021), enhances class effectiveness for activities that require lecturer guidance and interactions between students (Al-Samarraie et al., 2020; He, 2020; Sosa Díaz et al., 2021), encourages independent learning and student responsibility (Khaerudin et al., 2023; Durak, 2023), and facilitates the differentiation of learning according to the needs of each student (Loizou & Lee, 2020). The flipped classroom model changes the role of lecturers in facilitating and empowering students to be more actively involved in the learning process,

thereby increasing their understanding and involvement in learning (Cho et al., 2021; Gustian et al., 2023). By shifting the initial exposure to new material outside the class, students can use classroom time for interactive activities, discussions, and hands-on learning, which enhances their grasp of the subject matter (Meyliana et al., 2021).

In the context of language learning, flipped classrooms have been used in several studies and have yielded positive results. Hung (2017) showed that flipped classrooms can improve motivation and achievement in English learning among Taiwanese university students. Students felt more engaged and motivated by the interactive and collaborative learning models. Similar findings were reported in a study by Türkmen and Kösterelioğlu (2020), who explored the application of flipped classrooms in English writing classes. The results showed an improvement in the students' writing performance and positive perceptions of the learning model. Previous research has shown that flipped classrooms can have a positive impact on learning motivation, academic performance, and development of critical thinking skills (Lo & Hew, 2017; Turan & Akdag-Cimen, 2020). Sari and Sugirin (2015) explored the development of computer-based multimedia for Bahasa Indonesia for Foreign Speakers (BIPA) at an advanced level, finding that interactive multimedia can increase students' motivation and achievement in learning Bahasa Indonesia. Mukhtar and Sukarni (2019) examined the application of blended learning models in BIPA classes and showed an increase in students' Bahasa Indonesia skills and a positive response to the use of technology in the learning process. These studies underscore the potential importance of technology utilization in Bahasa Indonesia language learning in higher education. However, while the flipped classroom offers many advantages, challenges such as a greater workload for teachers, limited qualified digital resources, and resistance from students have been identified by Akçayır and Akçayır (2018), and Lo and Hew (2017) highlighted issues such as a lack of technology skills and students' lack of motivation and self-discipline. Despite successful applications of the flipped classroom in language learning, including English, its application in Bahasa Indonesia language learning in higher education remains limited, indicating the need for research to design and evaluate a model tailored to the specific context and needs of Bahasa Indonesia language learning in a university setting.

However, the implementation of flipped classrooms in Bahasa Indonesia language learning in higher education remains limited. Its implementation in Bahasa Indonesia language learning in higher education remains scarce. This study aims to design and evaluate a flipped classroom model tailored to the context of Bahasa Indonesia language learning in higher education. This research is important because it provides valuable insights into the development of innovative and effective Bahasa Indonesia language teaching practices in the college environment. By designing and evaluating a flipped classroom model tailored to the context of Bahasa Indonesia language learning, this research can identify factors that contribute to successful implementation, as well as the challenges and strategies to overcome these barriers. In addition, this research contributes to the development of digital resources and relevant teaching materials to support the implementation of flipped classrooms in Bahasa Indonesia language learning. With quality resources, teachers can facilitate students' independent learning before attending class, whereas class time can be used for more meaningful and interactive activities. Thus, this research has the potential to produce innovative and effective learning models and provide practical recommendations for Bahasa Indonesia language teachers in higher education to increase student engagement, facilitate more active learning, and improve overall learning outcomes.

Despite successful applications of the flipped classroom in language learning, including English, its application in Bahasa Indonesia language learning in higher education remains limited, indicating the need for research to design and evaluate a model tailored to the specific context and needs of Bahasa Indonesia language learning in a university setting. The limited existing studies have not sufficiently addressed the unique pedagogical challenges and cultural nuances that influence the effectiveness of flipped

classroom methodologies in the context of Bahasa Indonesia instruction. Thus, there is a clear research gap that this study seeks to fill.

This study aims to design and evaluate a flipped classroom model tailored to the context of Bahasa Indonesia language learning in higher education. By focusing on this specific context, the research not only contributes to the existing body of knowledge but also offers practical insights that can enhance teaching practices. The purpose of this research is to identify the key components and strategies necessary for the successful implementation of a flipped classroom model that meets the needs of both lecturers and students in Bahasa Indonesia courses. Through this study, we aim to develop effective digital resources and teaching materials that promote student engagement and foster independent learning, ultimately leading to improved learning outcomes in Bahasa Indonesia language education at the tertiary level.

Method

This study uses a mixed-methods approach that combines qualitative and quantitative methods (Creswell & Clark, 2018). This approach was chosen to gain a deeper understanding of the implementation of the flipped classroom model in Bahasa Indonesia language learning in higher education as well as to measure the impact of the model on learning outcomes and student perceptions. This research was conducted in two main stages: (1) the Model Design Stage, in which the flipped classroom model for Bahasa Indonesia language learning in higher education was designed by considering pedagogical aspects, technology, and the learning context. The model was developed based on a literature review and consultations with experts in language education and learning technology. (2) Implementation and Evaluation Stage: The flipped classroom model that has been designed is then implemented in the Bahasa Indonesia Language and Literature Education (PBSI) study program class at Universitas Nusantara PGRI Kediri for six weeks.

The data were collected both qualitatively and quantitatively. Qualitative data were collected in three ways: (1) Classroom observation: the researcher conducted regular observations during the implementation of the flipped classroom model to observe student engagement, classroom interaction, and the overall learning process. (2) semi-structured interviews, interviews were conducted with lecturers and students to obtain their views and experiences on the implementation of the flipped classroom model. (3) document analysis, documents such as lesson plans, teaching materials, and student learning artifacts were analyzed to obtain additional information.

Quantitative data were collected through three methods: (1) A pre-intervention survey was conducted before the implementation of the flipped classroom model to measure learning motivation, Bahasa Indonesia language skills, and students' initial perceptions of the learning model. (2) Post-intervention survey: This survey was conducted after the implementation of the flipped classroom model to measure changes in learning motivation, Bahasa Indonesia language skills, and students' perceptions of the implemented learning model. (3) Performance assessment, students' performance in Bahasa Indonesia language tasks, and assessments were analyzed to evaluate the impact of the flipped classroom model on learning outcomes.

Qualitative data were analyzed using thematic analysis techniques to identify patterns, themes, and information that emerged from observations, interviews, and document analysis. Quantitative data were analyzed using statistical methods. A paired t-test was used to measure changes in students' learning motivation before and after the implementation of the flipped classroom model. A paired t-test was used to compare the means of two paired or related samples. In this context, the paired samples were the learning motivation scores of each student before and after the implementation of the flipped classroom model. A repeated measures ANOVA test was used to measure students' language skills, such as listening, speaking, reading, and writing, before and after the implementation of the flipped classroom model.

Qualitative and quantitative data were triangulated to gain a more comprehensive understanding of the implementation of the flipped classroom model in Bahasa Indonesia language learning in higher education. By following this research method, it is hoped that this study can provide in-depth insight into the design and evaluation of a flipped classroom model that is appropriate for the context of Bahasa Indonesia language learning in higher education, as well as identify factors that contribute to the success of the implementation and the challenges faced.

Results

Based on the data analysis conducted from classroom observations, in-depth interviews with lecturers and students, and document analysis, this study identified several findings. The findings of this study are described in the following sections.

Pre-post intervention student learning motivation

Based on Table 1, the paired t-test was used for statistical analysis. This test was used to assess whether there was a difference between the two measurement conditions (in this case, student learning motivation before and after the intervention). There was a significant difference between the learning motivation scores before and after the implementation of the flipped classroom model ($t(45) = 11.807, p < 0.000$), which means that the p-value was < 0.05 (5% significance level). The mean value of post-motivation $>$ pre-intervention ($3.89 > 3.21$) indicates that the implementation of the flipped classroom model can increase student motivation.

Table 1. Pre-post intervention student learning motivation

	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Motivation_Pre - Motivation_Post	.68370	.39274	.05791	-.80033	-.56707	-11.807	45	.000

From these results, it can be concluded that the implemented intervention significantly reduced students' learning motivation. This interpretation should be considered in the broader context of the type of intervention and the overall educational goals

Language skills in Bahasa Indonesia

Table 2 presents the results of the statistical tests conducted over six weeks. From the data, the mean increased consistently from week 1, with a value of 59.455, to week 6, with a value of 77.091. Standard error (Std. The error) in these measurements ranged from 0.753 to 1.004, indicating a relatively low level of variability in the weekly measurements. The 95% confidence intervals are also presented, with the lower and upper bounds increasing as the week progressed. For example, in Week 1, the confidence interval was between 57,816 and 61,093, whereas in Week 6, it was between 75,537 and 78,645. The increase in the mean value and change in the confidence interval indicate a positive trend in the measured data over the six-week period.

Table 2. Language skills

Week	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
1	59.455	.817	57.816	61.093
2	62.909	.753	61.399	64.419
3	68.455	1.004	66.442	70.467
4	71.818	.930	69.954	73.683
5	73.818	.860	72.093	75.543
6	77.091	.775	75.537	78.645

In Table 3, the repeated-measures ANOVA analysis shows a significant value of time on Bahasa Indonesia language skill scores ($F = 79.837$, $p < 0.000$), meaning that there is a significant average difference in students' language skills across the six groups.

Table 3. Tests of within-subjects effects

Source		Type III Sum of Squares	df	Mean Square	F	Sig.
Week	Sphericity Assumed	12380.379	5	2476.076	79.837	.000
	Greenhouse-Geisser	12380.379	3.454	3584.462	79.837	.000
	Huynh-Feldt	12380.379	3.719	3329.243	79.837	.000
	Lower-bound	12380.379	1.000	12380.379	79.837	.000

Students' perception

Students' perceptions of the flipped classroom model were assessed after implementation. The statistical test results displayed in Table 4 show the correlation between two variables, namely students' final perception and post-intervention motivation. Based on the Pearson correlation coefficient, the correlation value between the final perception and post-intervention motivation was 0.439, indicating a moderate positive correlation between the two variables. The significance value (2-tailed) for this correlation is 0.002, which means that the correlation is statistically significant at the 0.01 level. The sample size (N) for the analysis was 46. The significant correlation indicates a statistically significant relationship between final perception and post-intervention motivation, with an increase in one variable tending to be associated with an increase in the other. That is, the correlation (r) was 0.439 with a p -value = 0.002, which indicates a p -value < 0.05 ($0.002 < 0.05$). Thus, it can be concluded that there was a positive correlation between students' final perceptions and motivation after the implementation of the flipped classroom model.

Table 4. Final perceptions of students with learning motivation post intervention

		Final_Perception	Post_Motivation
Final_Perception	Pearson Correlation	1	.439**
	Sig. (2-tailed)		.002
	N	46	46
Post_Motivation	Pearson Correlation	.439**	1
	Sig. (2-tailed)	.002	
	N	46	46

** . Correlation is significant at the 0.01 level (2-tailed).

Learning design of flipped classroom model

The flipped classroom model for Bahasa Indonesia language learning in higher education is designed as follows.

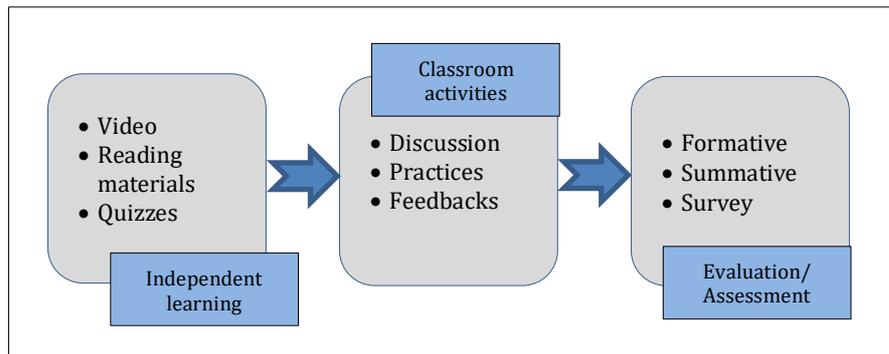


Figure 1. Design of flipped classroom model design

In Figure 1, the design of the Flipped Classroom model has three stages: (1) An independent learning component (before class), which includes activities to prepare learning videos that present key materials and concepts in Bahasa Indonesia, prepare reading materials and interactive digital resources that support material understanding, and quizzes or preliminary assignments to assess students' initial understanding. (2) The in-class learning component, which includes group discussion and presentation activities to discuss the material that has been learned independently, practical activities such as simulations, role-plays, collaborative projects, and feedback and guidance from the teacher to deepen understanding. (3) Assessment and evaluation, including formative assessment activities through quizzes, assignments, and in-class participation; summative assessments, such as written exams or final projects; and surveys to measure students' perceptions and experiences with the flipped classroom model.

Based on qualitative data analysis, several main findings were revealed: (1) student engagement and motivation. Students showed increased engagement and motivation in learning Bahasa Indonesia when using the flipped classroom model. They felt more responsible for the learning process and enjoyed the interactive activities in class. (2) Challenges in implementation: Some challenges were identified, such as a lack of qualified digital resources, difficulty in managing self-study time, and initial resistance from some students to changes in the learning model. (3) The instructor's role becomes more important as a facilitator and guide in the flipped classroom model. Teachers must provide adequate support and feedback to ensure students' understanding.

In Figure 1, the design of the Flipped Classroom model, has three stages, namely: (1) Independent learning component (before class), which includes activities to prepare learning videos that present key materials and concepts in Bahasa Indonesia, prepare reading materials and interactive digital resources that support material understanding, and quizzes or preliminary assignments to assess students' initial understanding. (2) The in-class learning component, which includes group discussion and presentation activities to discuss the material that has been learned independently, practical activities such as simulations, role plays, and collaborative projects, and feedback and guidance from the teacher to deepen understanding. (3) Assessment and evaluation, including formative assessment activities through quizzes, assignments, and in-class participation, summative assessment such as written exams or final projects, and surveys to measure students' perceptions and experiences with the flipped classroom model.

Based on the qualitative data analysis, several main findings were revealed. The first is student engagement and motivation. Students showed increased engagement and motivation in learning Bahasa Indonesia with the flipped classroom model. They felt more responsible for the learning process and enjoyed the interactive activities in class. The second is challenges in implementation. Some challenges were identified, such as lack of

qualified digital resources, difficulty in managing self-study time, and initial resistance from some students to the change in learning model. The last is the role of the instructor. The instructor becomes more important as a facilitator and guide in the flipped classroom model. Teachers need to provide adequate support and feedback to ensure students' understanding.

The research findings showed a significant improvement in students' Bahasa Indonesia language skills, especially speaking and writing skills. This can be explained by the flipped classroom approach, which allows students to study the material independently before attending class so that class time can be utilized for more intensive practice and application of language skills. Activities such as group discussions, simulations, and collaborative projects can provide opportunities for students to hone their speaking and writing skills in a meaningful and interactive context.

Students' positive perceptions of the flipped classroom model were also an important finding of this study. Most students felt that this model facilitated more active and meaningful learning and increased their learning motivation. These positive perceptions correlate with increased learning motivation and Bahasa Indonesia language skills, indicating that students' perceptions and attitudes towards the learning model influence successful implementation and learning outcomes.

Discussion

There was a significant improvement in students' Bahasa Indonesia language skills, especially their speaking and writing skills. The flipped classroom approach allows students to study materials independently before attending class (Ajmal & Hafeez, 2021; Aprianto & Purwati, 2020; Yang & Chen, 2020), enabling class time to be used for more intensive practice and application of language skills (Jiang et al., 2022; Turan et al., 2020). Activities such as group discussions, simulations and collaborative projects can provide opportunities for students to hone their speaking and writing skills in a more meaningful and interactive context (Phoeun & Sengsri, 2021; Zou et al., 2022). Most students felt that this model facilitated more active and meaningful learning and increased their motivation to learn. These positive perceptions correlate with increased learning motivation (Cho et al., 2021; Gómez-Carrasco et al., 2020; Schwichow et al., 2022) and Bahasa Indonesia language skills, indicating that students' perceptions and attitudes towards the learning model have an influence on successful implementation and learning outcomes.

This increase in engagement and motivation is in line with previous studies showing that flipped classrooms can increase student engagement and motivation in the learning process (Akçayır & Akçayır, 2018; Hung, 2017). By shifting the delivery of materials outside the classroom through digital resources, the flipped classroom approach allows class time to be utilized more effectively for interactive activities, discussions, and collaborative projects (Aidoo et al., 2022; Gopalan et al., 2022; Hew et al., 2020). This method gives students the opportunity to actively participate in the learning process and engage with the material in a more meaningful manner (Bond, 2020; Cueva & Inga, 2022; Howell, 2021; Meyliana et al., 2021). Instead of passively receiving information, students come to class prepared and are ready to apply their knowledge (Ang et al., 2021; Sigurðardóttir & Heijstra, 2020; Wang et al., 2022). They can ask questions, seek clarification, and engage in hands-on practice, which helps them build a deeper understanding of Bahasa Indonesia. Additionally, this approach fosters a more dynamic and engaging classroom environment in which students can learn from each other and develop their language skills through real-time interactions and feedback (Cevikbas & Kaiser, 2022; Jiang et al., 2022; Marshall & Kostka, 2020).

Although the flipped classroom model has proven to be effective, this study also identified some challenges in its implementation, such as the lack of quality digital resources, difficulties in managing self-study time, and initial resistance from some students to the change in learning model. Making sure that our students have varied

content could present a challenge, as it calls for painstaking content curation and adjustment for differing learning needs (Porosoff, 2021). Further difficulties arise regarding effective self-study time management. When handling this, some might fail to do so because they have problems managing their own time (Sargeant & Casey, 2020; Zheng et al., 2020). In addition, some learners initially feel reluctant to embrace this new method of acquiring knowledge (Hsieh, 2020). One possible reason for this resistance is that they may not use the flipped method or may not like it when they have to bear even more responsibility for their studies apart from school (Hung, 2017). To overcome these problems, we need to constantly help them out and ensure that the demands are clear so that new students can gradually get used to the flipped technique (Li & Li, 2022; Nguyen, 2021). These challenges must be addressed with appropriate strategies, such as the development of contextualized digital resources, training for teachers, and providing guidance for students in managing independent learning time.

The significant improvement in students' speaking and writing skills highlights the effectiveness of the flipped classroom model in enhancing Bahasa Indonesia language learning. The active learning environment created by engaging in collaborative projects, group discussions, and simulations provides students with practical applications of language skills in real-life contexts (Phoeun & Sengsri, 2021). This experiential learning approach fosters deeper understanding and retention of language concepts, as students are encouraged to express their thoughts and ideas freely. Furthermore, the positive feedback from students regarding the increased motivation and meaningful learning suggests that when students are more actively involved in their education, they become more invested in their progress. This is crucial in a language learning context, where intrinsic motivation often correlates with better language acquisition and proficiency.

The implications of this research extend beyond just improved language skills. By validating the flipped classroom approach within the context of Bahasa Indonesia language learning, this study contributes to the broader discourse on innovative teaching methodologies in higher education. The findings suggest that the integration of technology and interactive learning strategies can lead to more effective pedagogical practices, particularly in language education. Moreover, the research emphasizes the need for educators to adapt to the evolving educational landscape by incorporating digital resources that enhance student engagement and learning outcomes. This can potentially lead to the development of a more dynamic curriculum that aligns with the preferences and learning styles of contemporary students, further promoting their language competence.

In terms of contributions, this research provides significant insights into the design and implementation of a flipped classroom model tailored specifically for Bahasa Indonesia language learning. By identifying the challenges faced in its application, such as the need for quality digital resources and effective time management strategies, this study offers practical recommendations for educators. These include the development of contextually relevant digital materials and structured guidance for students to navigate their self-study effectively. By addressing these challenges and fostering a supportive learning environment, educators can enhance the overall effectiveness of the flipped classroom model. Additionally, this research lays the groundwork for future studies to explore the long-term impact of such innovative teaching methods on language proficiency and student outcomes, thereby filling a critical gap in the literature regarding Bahasa Indonesia language education at the tertiary level.

Conclusion

A flipped classroom model designed by considering pedagogical, technological and contextual aspects of Bahasa Indonesia language learning in higher education has proven effective in increasing student engagement and motivation to learn. The independent learning component before class and interactive activities in class facilitated a more active

and meaningful learning process. Second, the results of the quantitative analysis showed a significant increase in students' learning motivation and Bahasa Indonesia language skills after the implementation of the flipped classroom model, especially in speaking and writing, and showed positive perceptions of the flipped classroom model. Most students felt that the model facilitated more active and meaningful learning, which correlated with improved learning motivation and Bahasa Indonesia language skills. Nonetheless, this study also identified some challenges in implementing the flipped classroom model, such as the lack of quality digital resources, difficulties in managing self-study time, and initial resistance from some students to changes in the learning model. To overcome these challenges, this study provides recommendations such as the development of contextualized digital resources, training for teachers, and guidance for students in managing self-study time.

Overall, this study contributes to the development of an innovative and effective Bahasa Indonesia language learning model in a college environment. The findings of this study provide valuable insights for teachers and educational institutions in designing and implementing a flipped classroom model to improve the quality of Bahasa Indonesia language learning in the future. Although this study provides valuable findings, it has some limitations that need to be considered. This study was conducted on a small scale and limited to one higher education institution. Further research with a larger sample size and involving other institutions may provide a more comprehensive picture of the implementation of the flipped classroom model in Bahasa Indonesia language learning. In addition, this study focused only on one semester of flipped classroom model implementation. Longitudinal studies that observe the long-term impact of this model can provide deeper insights into its sustainability and effectiveness over a longer period of time.

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