

Using Digital Devices in the Implementation of *Flipped Learning* Method in Indonesian Language Classroom in Tertiary Level in South Korea

Koh Young Hun^{1*}

¹Hankuk Univ. of Foreign Studies, Seoul, South Korea

*Email: yhkoh@hufs.ac.kr

Abstract. Teachers are required to develop interesting methods for teaching their students, and most of them are young people. They are no longer interested in the traditional way of learning a foreign language, i.e., preparing themselves for learning, listening to their teacher in class, and doing their homework at home. Today, although it takes longer, they are more willing to take an enjoyable course than a class consisting of traditional learning elements. In the Flipped Learning (FL) method, teachers do not explain the material in detail in the classroom (offline). Instead, they perform other activities related to the content of the lesson. Students learn the content at home using electronic media such as app books before attending the class. To make this smart learning run smoothly, procuring the facility, and infrastructure is of utmost significance. This includes the content in the app books and other appropriate devices, without which the program would be impossible. The activities implemented in the classroom are considered substantial infrastructures. Students in the FL class perform better and have higher achievement in Indonesian language learning than those in traditional classes. In other words, the FL application can be said to be more effective at teaching the Indonesian language.

Keywords: *learning Indonesian language, smart learning, Flipped Learning, application books*

1 Introduction

Already fifty-three years have passed since Indonesian language began to be taught at Korean colleges when Hankook University of Foreign Studies (HUFS) offered Indonesian majors in 1964 with an inaugural group of 53 students. The following year, the name of the department was changed to Malay-Indonesian Studies Program (PSMI) to accommodate Malaysian studies as well. In 1982, HUFS opened a twin campus outside Seoul, which is in the Yugini area. Other universities located in the area also opened courses to accommodate students who wish to study Indonesian and Malaysian.

In the early stages of establishing an Indonesian Department at Korean universities, the students at PSMI faced difficulties in learning the Indonesian language due to a shortage of teaching staff and lesson materials including textbooks, dictionaries, and other important tools. For example, they used textbooks which were actually used in the Defense Ministry's Language School. Hence, military terms often appeared in the textbook, which did not relate to the learning purposes of the students, because most students actually wanted to work in a company with a branch office in Indonesia. Beginning in 1966, guest lecturers were invited to PSMI from Indonesia and Malaysia.

During this time most of the guest lecturers who were invited to Korea taught language and literature of Indonesia. However, recent teaching includes other areas such as culture and philosophy. This proves that in addition to language and literature, other fields need to be taught to the students at PSMI HUFS. The guest lecturers who have been invited to Korea have been meritorious and consider the role of developing the PSMI at HUFS to be important especially the focus on language, literature, and Indonesian culture.¹

Tremendous developments took place on the HUFS campus when other university students wanted to take PSMI as their second field of study (2nd major). More than 100 other university students are taking PSMI as their second major. This amount is almost the same as the number of students in the PSMI program itself at the Seoul Campus, HUFS. This phenomenon is enough to prove that the Malay-Indonesian studies program in Korean universities is quite developed compared to those at universities in other countries such as in Europe where this field of study is experiencing a decline.

The teachers are required to develop teaching methods that attract the attention of students who are mostly young people. The younger generation of today is no longer interested in foreign language learning in the traditional way of repairing for learning, listening to class explanations, and doing homework. Although it takes longer, they are willing to take a more enjoyable course than a class run in a more traditional way. We will discuss the application of FL in Indonesian language learning at Hankook University of Foreign Studies (HUFS), Seoul. In this context it should be

emphasized that the FL model has become an interesting method in educational technology. (Johnson, Adams Becker, Estrada, & Freeman, 2015).

2. Discussion

2.1. The Concept of Flipped Learning and its Implementation Requirements in Foreign Language Learning

Flipped Learning (FL) is a type of learning that rejects traditional learning where teachers typically explain the content of the classroom lessons and learning is done at home. FL and Blended Learning are part of smart learning in language learning and other fields. In the FL method, the teacher does not explain the lecture content in detail in the classroom (offline) but performs other learning activities that support the content of the lesson. The course participants study the relevant home-related content with digital lecture materials such as app books before going to class.

The emergence of advanced technology puts student-centered learning forward in the field of foreign language learning. Several studies have shown that this brings students' autonomy, performance, and motivation to a relatively high level. (Smit, Bra bander, & Martens, 2014: 10). In the same context, methods that fit the student-centered learning phenomenon are none other than the FL approach, which rejects traditional learning. Students are required to discuss the course material before entering the classroom, and the teacher guides the students with activities to check homework, problem-solving exercises, and peer-to-peer interaction sessions. Hao explained the process in the following way.

The FL model, which carries the true spirit of student-centered pedagogy, has been gaining increased attention at all levels of academia. Recent empirical studies have documented this latest trend in the field. In contrast to the traditional lecture-based method, the two active courses have blended face-to-face meetings with online resources, flipped some lectures with problem-solving activities, and utilized several interactive methods. The two active courses have combined aspects of both flipped and blended learning. The students in the flipped/blended courses reported higher satisfaction with their learning experience than their counterparts. (Yungwei Hao 2016:3)

In terms of this, FL is a kind of smart learning that can be applied to foreign language learning. There are several requirements for application of the FL method for learning Indonesian.

First, the provision of digital lecture materials is required in order to apply this FL method to foreign language learning. This is because the lecturers need to learn the content of each lesson before entering the lecture using such materials. If students do not have such materials, they have no chance to study alone at home before going to college. An app book is different from an ebook or a video that only records what is taught. The foreign language learning app book consists of various menus, including video conversations, learning videos, vocabulary and listening, writing exercises, conversations and exercises, conversation tests, and listening exercises. App users can also record their own voice in the conversation test menu.

Second, for the smooth implementation of this FL, a device such as an iPad is required. This is because students must first study at home with their application books that can be accessed only by using such devices. The app book cannot be opened with the computer. As mentioned above, the application book differs from an ebook or learning video.

Third, it is necessary to have a platform connecting teachers with the learner in order to run the program. Teachers can provide information about their subjects, assign tasks, check tasks and respond to them, open discussion forums, and introduce homework related apps to students.

Fourth, every teacher needs to try to develop the activities that will be implemented in the classroom. This is important because students are considered to have learned a certain lesson and then given the appropriate assignment in the classroom. For example, the task of making videos related to the self-taught learning content. Thus, teachers should seek and develop learning activities to do in the classroom.

2.2. Facilities and infrastructure

It's been two years since FL was implemented in the Indonesian Reading class (basic stage) at PSMI HUFSS. We need to provide the completeness of some facilities and infrastructure for it to be successful. Initially the HUFSS leased a total of 35 devices to the lecture participants who did not have the appropriate traps. Each device is equipped with the application book Reading Indonesian and Conversations Bahasa Indonesia, and the ebook Read Bahasa Indonesia. The application books used for applying FL are different from apps, e-books, or video recordings, which approach the teaching material from one side only. The app book contains a lot more content and various types of menus so students can learn it by themselves.

The Indonesian Reading Books book consists of 35 lessons that explain basic grammar, sentence patterns, and various texts whose themes relate to the Indonesia. This apple book menu lists of Purpose, Learning, Vocabulary, Listening, Conversation Test, Writing, and Deuteronomy.

In the Objective menu is described the theme and its purpose. In the menu of learning grammar and sentence pattern, texts, and Indonesian culture are described by two teachers, an Indonesian, and a Korean. In the Vocabulary and listening menu, participants can learn vocabulary and listen to sentences recorded by native speakers. In the

Conversation Test menu, the Writing menu, and the Deuteronomy menu, participants are given the opportunity to test their Indonesian language proficiency.

The Learning Menu is important because students can learn the basics of Bahasa Indonesia through it. In traditional learning, teachers would explain this part every semester repeatedly. However, the teacher does not have to bother teaching important points relating to grammar, sentence pattern, and text in the classroom, because the students learn it with the application book first before going to class. This menu consists of twenty lessons related to learning Indonesian. In this menu, native speakers also appear to read sentence examples. In addition to the Learning menu, the Conversation Test menu can also be useful for learning Indonesian. Students can practice speaking Indonesian by recording their own voice in this menu.

In addition, students are required to use various applications related to these subjects such as Clips, Keynotes, Pages, Adobe Spark, and so on. This application is used to do homework or do activities in the classroom. Given that young people like to use digital devices, such applications attract their attention and have a positive impact on foreign language learning. In doing so, students can learn Bahasa Indonesia effectively and can be given the opportunity to use relevant applications.

The participants of this lecture need to learn the lessons contained in the book Bahasa Indonesia Conversation application which consists of 20 lessons. Each lesson is arranged with themes such as greeting, addressing, restaurant, and Gambir station. The texts described in these lessons summarize the circumstances and lives of Indonesians in this period. The menus contained in the application book involve Reading Indonesian language into the menu of this Indonesian Conversation app.

The entirely recorded video content of the conversations in Indonesian consists of twenty situations and each is titled according to the theme, such as In Restaurant, Picking up Friends at Airport, Shopping, Idul Fitri Day, and so on. The following categories are in the Learning menu: target lessons, grammar, video content explanations, and closing. Vocabulary and Listening menus are useful for listening to basic vocabulary and phrases. In the Writing menu participants are given the opportunity to try to make sentences with the words provided, then check the answers, then listen to the native speakers' voice.

2.3. The Conversation & Exercise menu is a practice session of sentence patterns

Users of this app can try to create new sentences by substituting one word in the previous sentence. The conversation test menu is the most sophisticated menu in the app book. Users can record their own sentence in the application book and then have their work checked against the Indonesian's voice. Listening consists of examples of problems that appear in the FLEX (Foreign Language Examination) exam. The lecture participants listen to the dialog between two people, then provide an answer in the app, and the answers are checked with an explanation.

Another important ingredient for implementing FL in Indonesian learning is a platform that suits this event. Some classes use e-class websites as platforms to implement their teaching. However, the e-class website has limitations for learning foreign languages. This is because the website does not have a variety of menus suitable for foreign language learning. The Indonesian Reading Classroom uses the iTunes U platform to succeed in this FL application. Through this platform the teacher can communicate with the students who are participating in the lecture.

The iTunes U menu for the Indonesian Reading class consists of Information, Schedule & Class contents, Lecture materials, and more. The Information consists of class summaries, teacher information, textbooks, how to run classes, and announcements. The class summary expresses the purpose and content of the class, which is learning basic grammar, sentence patterns, and texts as well as Indonesian conversations to broaden the horizons about the field of study. The information menu introduces the teachers and assistant teachers. The teaching assistant assignments in this class come from university publishers who are knowledgeable in IT. The teaching aids help the participants with using the apps. The Class & Schedule Menus are filled with weekly events, assignments, and discussions. The Course Materials menu is loaded with a variety of useful applications to help run the class.

2.3.1. FL Class Participants

The Indonesian Reading Course is conducted in two classes because of the large number of participants. To compare the results of this smart learning, FL is applied to one class only (Class A), and one other class (Class B) is run with traditional learning. The number of first class participants, applied by FL, is as many as 35 people, and the second class is the traditional class of 90 people who mostly take PSMI as their second major. Most of the Class A participants never studied Bahasa Indonesia before entering college, with only 3 ~ 4 people having ever spoken Indonesian because they lived in Indonesia.

2.3.2. Context

Lecturers demand that Class A participants learn and practice predetermined lessons before entering the classroom. This task is a prerequisite and important because new teachers can begin activities related to classroom lessons together with participants who have learned the lessons already. In other words, those who have not had time to explore it, are

not able to follow the class, because the teacher does not elaborate on the related lesson content. As said earlier, they study it using book apps and e-books. There are classes that implement the FL by using YouTube or various other online sources. However, book apps are far superior to other sources because the book apps have a wide variety of menus related to foreign language learning.

In the first class there is an ice breaking activity in the classroom. This activity helps to provide a fun atmosphere for college attendees. Then the participants are given information about how to follow the related courses including how to use some of the applications. Of course those who do not have the device have already rented the device (iPad) from the HUFSS, and have downloaded the applications that will be used in the class. They communicate with the learner through the iTunes U platform. In the second class, they carry out activities related to the content of the lesson.

Thirty-five Class A participants are divided into six groups, and each group performs other tasks or activities related to the learning of Bahasa Indonesia. As said earlier, the participants are expected to have learned the first part of the lesson before entering the class, and then follow the activities related to it. One way to check them out is to learn in advance or not to get them to teach in another group. If they had not had time to study first, of course they are not willing to teach in other groups.

There are usually six important points chosen by the teacher in the lesson to be covered in the classroom. This means each group is given one theme they should teach in another group. Before beginning to teach, each group is given approximately twenty minutes to prepare the best possible lesson. Usually each group makes interesting lecture materials such as power points, slides, and so on. After that, each person moves on to another group to teach important ten-minute lessons. For example, the first session of the student ① in Group A teaches passive sentences in Group B, and the next session of students ② in Group A teaches them in Group C. The same time students ⑦ and students ⑧ each teach another theme in Group C and Group D.

When the participants teach in another group, the teacher gives advice and answers questions from the participants. There are some participants who ask for additional help for points that they have not understood. Others ask how to use the apps that are necessary for the lesson.

Participants are generally pleased to be given the opportunity to teach their colleagues. The enthusiasm of the participants is passionate and they approach the tasks earnestly. When all the teaching sessions have been completed, all participants assess their peers teaching results. Those who are selected as a group or individuals who display the best teaching performance are given incentives to increase their work spirits. The form of incentives that the teacher provides are performance tickets, stationeries, and books. This is followed by a question and answer session. In this session participants can ask teachers questions about points that they did not clearly understand when they studied at home. Following this assignment, another activity is completed in the classroom. For example the students are given the task of making a video or slide show about anything related to the content of that day's lesson. Each group is given approximately one hour to complete the task. This means they have to download their work on iTunes U in one hour. They use applications that can load sounds and subtitles like Spark Video. Students shoot videos with their mobile phones and subtitle them. Currently students' voices are recorded in Indonesian with subtitles written in Korean.

In the odd semester, the theme for this task is somewhat mild, because the bamboo participants started to learn Bahasa Indonesia. Kemudian in semaphore genapara pesertadeberitema a bit heavy, because they can already speak Indonesian. Beginning in the even semester, preferably a teacher-determined theme is chosen. The selected themes in this class are as follows.

Odd Semester Themes

- (1) Introducing yourself
- (2) Lunch at a restaurant
- (3) Finding a friend's address
- (4) At Gambir station
- (5) Medical treatment

Even Semester Themes

- (1) Introducing the Republic of Indonesia
- (2) Indonesian tourist attractions
- (3) Variety of Indonesian foods
- (4) Batik: one of the Indonesian cultural icons
- (5) Figures in Indonesian history

As said above each group makes a video or slide show with a theme already defined by the teacher. They co-write the text on the theme. Then they chat to produce a satisfying video or slide. Participants may shoot outside the classroom. At that time each student takes a role in a theme-related situation. After that, they add subtitles that have been transferred into Korean. When finished making a video or slide show, the results are downloaded to the platform, iTunes U. The result of this work is watched together and the teacher provides comments on each of the activity results.

In addition to the task of making a video or slide show mentioned above, there are several activities related to the lesson. For example, if the lecturers gave another assignment and participated in discussions on related subjects.

Actually what activities should be done in the classroom is an important point in the application of this FL. If every time the same activity is completed, the students will feel bored following the lecture. An important point to the success of this class program is that the teacher does not explain the related classroom content, but other activities related to the lesson.

2.4. Results and Appraisal Application of the Flipped Learning Method in Indonesian Language Learning

The following is the result of the poll which was held after the completion of the Bahasa Indonesia Reading Course at the end of the 2016 college semester at PSMI. All participants of the lecture followed the poll conducted by HUINE, the University Publisher.

2.4-1. Have you ever joined FL classes like this before?

A total of 32 people from 35 participants gave the answer that they have never joined this class. This means that 91.4% of all new participants counted this as their first experience with FL classes. Three people who joined this class actually admitted that they had never used the book apps that were chosen for this class. They said that they learn the content of their lessons with video only. Learning through video is different from the learning done by using a book application that consists of a wide range of related menus.

2.4-2. For you, is it effective or not to learn lesson content at home first before going to class?

A total of 31 people from 35 participants responded that it was effective to learn the lesson content at home first before entering the class. That means that 88.6% of all participants consider it effective to learn the content of their lessons at home before going to class. Studying at home is an important requirement of this FL application class. This is because if participants do not study at home, they are not able to complete the activities in the classroom. Although initially there are some participants who have not had time to learn at home, over time they will all do it.

2.4-3. Do you feel your achievement in learning Indonesian has grown?

A total of 31 participants gave positive answers to the above question. This means that 88.6% of all participants feel that their achievements have grown in Indonesian learning. This means they are already satisfied with this class and judge that their achievements have advanced. This fact indicates that the learning of FL provides encouraging results to all new students entering the PSMI

2.4-4. Is the HUGFS leased equipment useful?

A total of 31 participants said it was useful to use the device for this class. This figure indicates that 88.6% of all participants consider it useful to use the leased equipment from HUGFS. Given the youth of this age like to use devices, the use of devices in the classroom can be said to provide stimulation to the participants. HUGFS has purchased a number of devices and rented them out to the participants.

2.4-5. Would you like to join another class implementing this FL?

Of all participants of this class as many as 33 students said they were preparing to join another class related to this FL. This means as many as 94.2% of participants responded positively. As stated earlier, 91.4% of participants of this class first experienced this FL method in Indonesian language learning. At the end of the semester they state that they are satisfied with their learning and achievements. So, the participants are willing to follow this class again.

2.4-6. Comparison of achievements between FL-applied classes (Class A) and classes that do not apply this method (Class B)

In the mid- and final-half exams, whose forms are almost identical, Class A shows excellence over Class B in its accomplishments. The class A grade is 84.2 and Class B is 76.9. This data indicates that the lecture participants applying the FL have higher achievement and performance in Indonesian language learning than the participants who attended the traditional class. In other words, the application of FL can be said to be useful in learning Indonesian. When interviewed at the end of the semester, there was also a response to the advantages of FL application as follows.

- i) can repeatedly listen to the lectures present in the device,
- ii) can also learn anywhere if there is time, for example on a bus or in a subway car,
- iii) can use time effectively,
- iv) can submit results of tasks anywhere and anytime, because of iTunes U,
- v) can practice alone at home using the menus contained within the application books.

2.5. FL Application Discussion and Suggestion

As indicated above, the application of FL to learning Indonesian is very useful. The key to the success of the program is related to the facilities and infrastructure. The procurement of content such as application books and devices is required because if both tools are not available, the program cannot be run. Other learning activities implemented in the classroom represent the infrastructure that is needed. If the classroom activities were always the same, the

participants would become bored with the classroom experience. Thus teachers who plan to implement FL need to develop appropriate activities for each subject.

At the beginning of the even semester, even though the participants have learned a certain lesson at home, those who have taken this FL class for a semester asked the teacher to decipher the key points once again. So, from the second semester the teacher accepts the claim. However, over time it is found to be in vain and wastes time when teachers elaborate on the content once more. This is because most of the participants do not need this assistance. If one needs an explanation again, they should simply ask the teacher individually outside of class.

It has been two years since the implementation of FL in learning Indonesian in PSMI, HUFS. As described above, the application of the FL method is quite useful in learning Indonesian. It is necessary to improve the performance level of Indonesian learning to be more effective for the participants of the lecture. One of the other ways is not adjusting the target of learning Indonesian in PSMI, HUFS, for example i) not elaborating the important points in the classroom; ii) increasing the number of lessons; iii) determining actions that are completed every time as a habit, and so on.

3. Conclusion

At present, many Korean companies open their branch offices in Indonesia for trading and investment purposes. In the meantime, the graduates of PSMI HUFS who are more familiar with Indonesia are welcomed by these companies. It can be said that the role of PSMI is very important, because PSMI produces workers who have mastered the Indonesian language and know the culture of Indonesia. In this context, the PSMI, HUFS applies the FL method in Indonesian language learning to produce satisfactory output.

Universities in any country today cannot ignore the demands of the times and the people. Lectures run only with a textbook and whiteboard are out of date and have limitations. Children of this age from childhood have become accustomed to computers and websites, so they feel bored if the lectures are held in the traditional way. Advanced technology needs to be applied to develop learning in schools, especially in the field of language learning. Therefore, the method of FL which is one of the wings of smart learning should be promoted for learning Indonesian.

Procuring facilities and infrastructure are important to the success of this program. The means for FL implementation are the procurement of content such as app books and appropriate devices. This is because if both tools are not available, it is unlikely that the program will continue. Activities that will be implemented in the classroom can be considered important infrastructure.

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