

The Use of Flipped Classroom During COVID-19 Pandemic

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ABSTRACT

The current situation with COVID-19 forces the legal education in Indonesia to evolve. The use of technology has become primary tool to conduct teaching and learning process. However, the use of technology had not been implemented properly due to dire circumstances. There hasn't been a transparent syllabus to integrate the use of technology in legal education. Hence, the students struggle in receiving the best legal teaching method through technology. Therefore, there should be a study that discusses the best teaching and learning method for law students by the use of technology in legal education during COVID-19 pandemic. The study is aimed to understand the current practice of technology in legal education and best method to conduct teaching and learning process for law students through technology during COVID-19 pandemic. It would be a normative study that uses comparative method and conceptual method. The result is that the recommended teaching and learning of legal education during COVID-19 through the use of flipped classroom by technology such as teleconference in specific subject such as civil law and criminal law instead of practice of procedural law. It can be concluded that law school syllabus should integrate flipped classrooms to anticipate the effectivity of legal education.

Keywords: *Legal Education, Teaching and Learning Method, Flipped Classroom*

1. INTRODUCTION

Teaching should be construed as means to engage to other person for the purpose of transfer of knowledge [1]. In that sense, teaching had been a challenge due to the process of transfer of knowledge relies on the learning process of the students themselves [2]. Teacher must recognize a few aspects within the students, namely cognitive psychology, intellectual development, learning styles, characteristics of learners [2]. Despite of all teaching methods, it is essential to focus on the acceptance of knowledge by the students [2].

Students' learning process is highly affected by the teaching process. Students in a way must change themselves so that they may gain knowledge and embrace it in their life [3]. This change can only be achieved through proper teaching process. Such teaching process must conducted in a good manner that shall be delivered firstly through a teaching design [3]. A teaching design will set out the process of teaching and learning process that may plan the outcome of the teaching and learning process [3].

Designing teaching and learning process depends on the outcome that is planned and needed for the students. That is one of the reasons why there are classes designed differently due to the planned outcome for students [3]. The planned outcome decides the levels of study for students. Hence, there are several levels of education, namely primary and secondary education, tertiary education, and adult education [4]. Whereas it is essential for primary and secondary education to improve teaching method for its primary students, tertiary education such as law school needs to be updated with latest and beneficial teaching method.

Law school is a tertiary education that focuses on teaches students regarding law theory for the application and practice of law [5]. Unlike primary and secondary education that focuses on fundamental understanding of general knowledge towards young learners [3], law school focuses on teaching adult students regarding fundamental understanding of law [3]. Law school teaches adults that have different trait to young learners. Law school students tend to focus on their own goal, centers on the problems that they are facing, and able to offer experience to enrich teaching and learning process

[3]. As of having adult learner as student, law school may deploy a few teaching techniques especially for teaching law subjects, such as questions and discussion techniques, the use of visual tools, experiential learning, collaborative learning, and use of technology [2]. These techniques are possible to be applied due to the nature of adult learners in law school.

Teaching and learning environment, law school included, had been affected by the troubling situation due to Corona Virus Disease (COVID-19). The risk of COVID-19 exposure towards civitas academica forced the government to suspend all physical teaching and learning process [6]. Consequently, it became a difficulty for schools, law schools included, to conduct teaching and learning process as the most common teaching practice is a physical lecture and explanation between teachers and students or in other words, a face-to-face interaction between these two subjects [7].

It is essential for teaching and learning process to be continued because of the uncertain recovery period of COVID-19 and the rising need of skills and capabilities needed by the students [8]. Law schools are also required to continue its teaching and learning process due to legal matter during this crisis. Some agencies and advocacy groups have begun using on-line communications [9]. Hence, law schools should begin the use of online communication in conducting teaching and learning process. Another method that can be applied for law school through on-line communication is flipped classroom. Flipped classroom through on-line communication may solve the problem of social-distancing as one of the main safety procedure towards COVID-19. This paper will talk about how teachers especially law school teachers can conduct teaching and learning process during COVID-19 pandemic effectively through flipped classroom.

2. METHOD

This research is conducted based on several literature as fundamental theories. The theories that is applied in this research is flipped classroom, student's traits, and COVID-19 pandemic. Flipped classroom is a form of blended learning that combines outside of classroom teaching and technology to enhance the understanding of students. Student's traits are student's personality that formulated in the form of ability, capability, maturity, and activeness. COVID-19 is a disease that evolves on the close interaction between humans and wildlife pathogens that causes Severe Acute Respiratory Syndrome [1]. These theories shall be used as literature review in this research.

This research is conducted through methodology of qualitative research. Qualitative research is a type of research focuses on the process of gaining construction of reality and communicating it to the research target in the form of narrative. The principles applied in this

qualitative research is the research question in "how" format as to find the conduct of a teaching method known as flipped classroom. The method of gathering data is conducted through narrative, whereas the role of the researcher and subject are more of partners instead of only objects. Data collected in this research is in the form of qualitative data [1].

3. RESULTS AND DISCUSSION

3.1. Teaching Law Class

3.1.1. Understanding Law Students

There are various types of students based on their age. The levels of study are designed to comply with the learning capabilities of students as well as their characteristics [9]. That is why it is important for teaching and learning methods to recognize the characteristics of students.

Student characteristics a quality that specially owned by student that shows the condition of student [1]. The characteristics of students in general are indicated through their intelligence levels, prior knowledge, cognitive styles, learning styles, motivation, and socio-cultures [10]. Understanding these characteristics may set how the learning methods and strategies can be pursued.

Law students are not the same as the primary or secondary type of students. In fact, some experts argued that law students are considered to be adult learner. The law students are considered as adult learners due to their intelligence levels and cognitive styles that may establish "principles of adult or student-centered learning" [11].

The concept of adult learner is realized through understanding the principle of student-centered learning. The characteristics of adult learners are self-directed, filled with experience, focuses on problems, and have their own motivations [3]. Furthermore, Friedland argued that law students as adult learner has as special trait such as voluntary, respectful, collaborative, and contextual [2]. Law students are more active in participating in a study, have a mutual respect to fellow students, conscious of collaborative effort, and explore any means possible to improve their qualities.

3.1.2. Teaching and Learning Process in Law School

Teaching and learning process is a part of education system that becomes the main engine for the success of education system [12]. Teaching and learning process combine the principle of teaching and learning to achieve the objective of teaching and learning process which is the success of student in gaining skill and knowledge. The objective of teaching and learning process is formed

in the aims and objectives within course design or course syllabus [3].

Course design is mapped out with the understanding of learning and teaching concept. Learning is known as an inherent process that changes behavior, action, and response within a person known as student. Meanwhile, the teaching concept is defined as pursuing goal to succeed a student [3]. Teaching is much more complicated than learning because it required consideration of students' condition and situation and a two-way process and any other media or facility to interact between teacher and student so that the teaching and learning objective is achieved.

Teaching and learning process in law school are rather different to general education system. Unlike teaching and learning process in general education system, law school defined its teaching and learning objective into a concept known as legal destination. Legal destination is the purpose of learning law fundamentally. The theory of law must be balanced by law in practice. That is why the purpose of law school is not only a matter of transfer of knowledge, but also transfer of responsibility towards law student who is going to be a bachelor of law in the undergraduate level [13].

Teaching and learning process in law school focuses on the development of knowledge and skill of law students. Knowledge can be gained through a proper transfer of legal knowledge, whereas legal skill can be transferred through a proper practice. In that sense, Harminder argued that teaching and learning process in law school in the end must balance between knowledge and practice and perfected with review [13]. Some techniques for teaching law need to be deployed to fulfill such purpose so that the legal destination may be achieved.

3.2. Flipped Classroom in Law School During Covid-19 Pandemic

Law schools should realize the basic purpose of legal education is the balance between legal knowledge and legal practice. It is believed that transfer of knowledge and skill can be best promoted through active learning. Active learning may infuse the teacher's answer to students' confusion. It becomes a question of what method should be applied to perform the balanced transfer of legal knowledge and skill. Flipped classroom is construed to be the answer of such problem.

3.2.1. Concept of Flipped Classroom

Flipped classroom is considered to be a genus of blended learning [14]. Unlike blended learning, flipped classroom embraces the idea of using technology with physical interaction to establish interaction between teacher and students in law school. The signature

application of flipped classroom is giving exposure to students about legal knowledge second-handedly so that the students may be interested in constructing their own interest in gaining the proper understanding of legal knowledge and legal skill.

Flipped classroom may build the independence and freedom of student in studying. Yet such freedom and independence may be difficult due to defining what is right and wrong, wrong authority figure, and relying to teachers as enablers. These obstacles are caused due to the narrative our every education system that focuses on conducting grade-oriented teaching and learning process [14].

The steps in conducting flipped classroom actually varies on the education system type. However, the foundation of flipped classroom design contains elements of teaching design consisting context, drivers, flip the component, evaluation, resources and outcomes [14]. The interaction between the elements can be portrayed through the figure below:

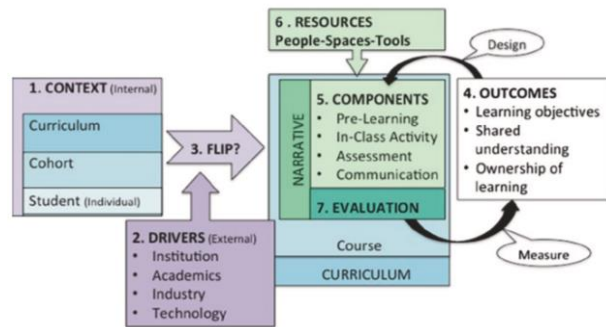


Figure 1 Flipped Classroom Elements (cited from R. Carl, et al, *The Flipped Classroom, Practice and Practices in Higher Education*, Singapore: Springer Nature, p. 8, 2017)

The procedures of flipped classroom are conducted with few steps, namely:

1. Preparing the context. This step is conducted internally by the teacher, whether to prepare the curriculum, managing the cohort, and recognizing students individually.
2. Employing drivers. Drivers in this understanding are the external aspects that supports the process of studying and molding of students, such as institution, academics, industry, and technology.
3. Conduct of flip method. Understanding the context such as curriculum with a certain goal, the driver including teacher must match the aspects in a flipped way so that the students became less curriculum-focused, instead they would become more self-goal focused in studying such as through applying their

homework in class rather than listening to lectures.

4. The outcome of the study would be further discussed in the beginning rather than the end so that the students may realize their achievement, how to utilize it, and even how to improve their achievement.
5. Components of pre-learning, in-class activity, resources, and evaluation is focused after the outcome had been acquired by the students so that they may comprehend the internal context such as the goal and objective of the curriculum.
6. Resources such as people and technology are used to support the enactment of outcome and component of a learning process.
7. Evaluation is still the end of the steps so that the teacher may measure how the outcome fares.

In the end, the purpose of flipped classroom is to reduce in-class meeting to build and polish adult learners by performing a proper transfer of legal knowledge and skill [14].

Define abbreviations and acronyms the first time they are used in the text, even after they have been defined in the abstract. Abbreviations such as IEEE, SI, MKS, CGS, sc, dc, and rms do not have to be defined. Do not use abbreviations in the title or heads unless they are unavoidable.

3.2.2. The Use of Flipped Classroom to Answer Social-Distancing

The research has shown result that the conduct of teaching and learning process shall be held virtually to maintain the health safety protocol of COVID-19. Furthermore, the current teaching and learning process is conducted virtually mainly through lecturing of the traditional teaching method due to the nature of students being unfamiliar with virtual technology. Due to such result, flipped classroom shall be discussed as a choice of method to conduct effective teaching.

Corona Virus Disease (COVID-19) forces education system to reprogram the whole flow of education due to its safety procedure. WHO argued that the COVID-19 pandemic is serious that it mandates school closures, law school included [15]. Opportunity International gave guidance regarding how to manage the conduct of teaching and learning process if the COVID-19 pandemic is not completed in short period of time [16]. Some suggestions that should be considered in continuing teaching and learning process during COVID-19 pandemic, especially during new normal, are:

- “Maintain safe classroom spaces”
- “Avoid use of shared or community spaces”

- “Limiting visitors”
- “Reduced school schedule”
- “Dedicate individual classroom and office materials.”
- “Promote health checks”
- Encourage and reinforce social norms and health etiquette”

Such steps can be best realized, especially for law schools, through flipped classroom method. Chan argued that flipped classrooms give better benefits than traditional classroom such as [14]:

- Improving learning experience by enabling active learners to explore freely regarding legal knowledge and practicing legal skill.
- Giving more flexible learning that does not limit a physical interaction, but gives room for active learners to use any media such as technology to learn more.
- Provided with IT literacy that gives broader knowledge not limited to what the teacher has set out the students to learn.
- Improved learning outcomes.
- Interactive and fast feedback between teachers and students.

The use of flipped classroom must pay attention to the teaching design. There are several steps in creating a flipped classroom design for law classroom during social distancing. Firstly, teacher must create teaching scheme oriented to teaching objective which is the transfer of legal knowledge and skill.

Secondly, defining the flipped technique, which is to focus on the specific and special topic to introduce the sub-genus so that it may return to its roots. For example, discussing Contract Law in Indonesia. By flipping the concept from discussing contract law in general, students are encouraged to discover contract law in their common area, which is Indonesia. Students will be challenged to learn the practice among them and gain their knowledge. Before conducting such practice, the teacher must set out some guidelines such as explaining that contracts are limited private partners instead of public agencies to prevent them getting confused. Even if such issue arises, it became a facility for teacher and students to interact and study.

Thirdly, use Learning Management System (LMS) to create a safe and accessible learning environment so that there will be a proper interaction between teachers and students. Easy user interface in LMS provides sufficient learning materials so that the students may develop what they gain in the practice.

Fourthly, distributing teachers' explanation. Teachers' explanation can be distributed through three methods, namely blackboard approach, podcast approach, and recording process [14]. Blackboard approach protect the content exclusively for students within the LMS. Podcast approach allow the students to access the teachers' explanation through live streaming. Whereas recording process is a prerecorded teachers' explanation that can be uploaded into LMS or streaming media.

Lastly, assessment and evaluation. The teacher may conduct examination through multiple answer or fill-in form so that the conduct of assessment practice social-distancing but still effective.

4. CONCLUSION

COVID-19 pandemic had complicated the teaching and learning process for education system, especially for law schools. The requirement of safety measures and procedures forces school closures. Yet, teacher of law schools may conduct flipped classroom that allow easier practice for social-distancing to prevent COVID-19 while enabling the teaching and learning process.

Through flipped classroom, the teacher may gain contextual insight on how the students understand the substance of the course and allow them to develop their own outcome. The students themselves will benefit from flexible learning environment while being treated as adult learner so that the process may be efficient and effective for them.

It is recommended for law schools to pursue flipped classroom by facilitating the Learning Management System before continuing the conduct teaching and learning process. Law schools are recommended to provide proper technology for teachers in conducting flipped classroom, whereas the school may act as component in flipped classroom to support the continuity of the learning process through facilitating he attendance list, becomes the intermediate party in distributing hard copy of materials if needed.

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