

FLIPPED CLASSROOM: A LEARNING METHOD TO ENHANCE STUDENTS' LEARNING INDEPENDENCE

Kiki Fatmawati^{1*}

UIN Sulthan Thaha Saifuddin Jambi
kikifatmawati86@uinjambi.ac.id

Mita Cahya Saputri²

UIN Sulthan Thaha Saifuddin Jambi
mitacahya15@gmail.com

Firdayani Munawaroh³

UIN Sulthan Thaha Saifuddin Jambi
firdayanivivo@gmail.com

Article Info *Received Date:* 03-05-2025 *Revised Date:* 23-10-2025 *Accepted Date:* 26-10- 2025

Abstract

The main problem in this study is how to apply the Flipped Classroom learning method in increasing the learning independence of students of Madrasah Ibtidaiyah Salamah Jambi City. This study aims to increase learning independence with the Flipped Classroom learning method in Natural and Social Sciences subjects at Madrasah Ibtidaiyah Salamah Jambi City. This type of research is a class action research consisting of two cycles where each cycle consists of two meetings. The research procedure includes planning, action implementation, observation, and reflection. The subjects in this study were 30 fourth grade students of Madrasah Ibtidaiyah Salamah Jambi City. The results showed that in cycle I the percentage of learning independence of 56% increased to 72.16% in cycle II. The percentage of each aspect of learning independence, namely: (a) initiative from 56.7% to 74.7%, (b) discipline from 59.3% to 72.7%, (c) confidence from 52% to 72.7%, (d) responsibility from 57.3% to 72%, (e) do their own evaluation from 54% to 70.7%, (f) active in learning from 60.7% to 72.7%, (g) do not depend on others from 53.3% to 70.7%, (h) have the desire to progress from 47.3% to 70%. Based on the results of this study, it can be concluded that the learning independence of fourth grade students of Madrasah Ibtidaiyah Salamah Jambi City has increased by applying the Flipped Classroom learning method.

Keywords: *Flipped Classroom, learning independence, learning method*

Correspondent * Kiki Fatmawati | ✉ kikifatmawati86@uinjambi.ac.id
<https://doi.org/10.47766/jga.v6i2.6040>



 : Copyright (c) 2025 Genderang Asa: Journal of Primary Education

Abstrak Masalah utama dalam penelitian ini yaitu bagaimana menerapkan metode pembelajaran Flipped Classroom dalam meningkatkan kemandirian belajar siswa Madrasah Ibtidaiyah Salamah Kota Jambi. Penelitian ini bertujuan untuk meningkatkan kemandirian belajar dengan metode pembelajaran Flipped Classroom pada mata pelajaran Ilmu Pengetahuan Alam dan Sosial di Madrasah Ibtidaiyah Salamah Kota Jambi. Jenis Penelitian ini adalah penelitian tindakan kelas yang terdiri dari dua siklus dimana setiap siklus terdiri dari dua pertemuan. Prosedur penelitian meliputi perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek dalam penelitian ini adalah siswa kelas IV Madrasah Ibtidaiyah Salamah Kota Jambi sebanyak 30 orang. Hasil penelitian menunjukkan bahwa pada siklus I persentase kemandirian belajar 56% meningkat menjadi 72,16% pada siklus II. Persentase tiap aspek kemandirian belajar, yaitu: (a) inisiatif dari 56,7% menjadi 74,7%, (b) disiplin dari 59,3% menjadi 72,7%, (c) percaya diri dari 52% menjadi 72,7%, (d) tanggung jawab dari 57,3% menjadi 72%, (e) melakukan evaluasi sendiri dari 54% menjadi 70,7%, (f) aktif dalam pembelajaran dari 60,7% menjadi 72,7%, (g) tidak bergantung pada orang lain dari 53,3% menjadi 70,7%, (h) mempunyai keinginan untuk maju dari 47,3% menjadi 70%. Berdasarkan hasil penelitian tersebut, dapat disimpulkan bahwa kemandirian belajar siswa kelas IV Madrasah Ibtidaiyah Salamah Kota Jambi mengalami peningkatan dengan menerapkan metode pembelajaran Flipped Classroom.

Kata kunci: Flipped Classroom; kemandirian belajar; metode pembelajaran

A. INTRODUCTION

Learning independence according to (Hendikawati et al., 2019) is the capacity that individuals have to complete a task on their own without the help of friends or family. Developing and creating independence, which is very important to be able to be social, is an important part of student personality development (Mulyawati & Christine, 2019). The capacity to prepare children for the ability to develop independent character through autonomous learning is known as learning independence (Rozi et al., 2021).

According to the thoughts of the experts above, learning independence is a crucial quality that every student needs to have in order to obtain the best learning outcomes. Of course, effective learning requires careful planning before the process begins (Siregar et al., 2022). With independent learning, students have initiative so that students are more active in developing independent learning. Students can find learning resources and

understand learning with their own encouragement without coercion from others. Having an attitude of independence makes students more quickly accept learning material so that it forms the student's own character.

Many students depend on the sources provided by the teacher alone, not only that students are also lazy to repeat the lessons they have learned at school. Because they do not have learning independence in students, it causes poor learning habits due to a lack of learning independence (Fithriyah et al., 2021). The effect can cause students to feel uncomfortable studying, lazy to do homework, cheat on exams, always depend on friends and teachers so that they get less than optimal learning results (Tasaik & Tuasikal, 2018). Problems that arise related to learning independence in class IV include: 1) not believing in their own abilities, 2) not wanting to repeat learning at home, 3) still relying on friends when learning, 4) not preparing learning books, 5) not doing homework, 6) students just stay silent during learning, 7) not doing self-assessment, and 8) not excited about learning.

Based on pre-observations conducted on October 26, 2023 in class IV of Madrasah Ibtidaiyah Salamah, Kota Baru District, Jambi. The results of pre-observation show that student learning independence in class IV natural and social science materials is still quite low because field facts show that students are less active in learning, students learn only using sources from educators, and lack of student confidence. This happens because educators teach only with textbooks and lack of learning media.

In previous research, to stimulate students to be more active, responsive, creative and initiative in the learning they learn, researchers used discovery learning, it can be seen from previous research that discovery learning has an influence on student learning outcomes (Fithriyah et al., 2021). To train learning independence in students can be done by developing learning videos, designing lessons that can increase student learning independence and conducting blended learning to develop student learning independence.

In this study, I as a researcher want to strive for students' learning independence by using the flipped classroom method where students learn learning materials at home first

before they learn at school. With this method students are more responsible for their own learning.

B. METHOD

This type of research is Classroom Action Research (PTK). Classroom Action Research is an assessment of practical problems that are situational and contextual in nature, which are aimed at determining appropriate actions in order to solve the problems at hand, or improve something (Ilham, 2021). PTK is carried out in the form of a cycle (recycling). Research is carried out through four steps in each research cycle, namely planning, action, observation and reflection (Fatmawati, 2018). Thus classroom action research (PTK) is a type of research that describes both the process and the results, which are carried out in the classroom to improve the quality of learning. Classroom Action Research (CAR) is a research activity with a classroom context that is carried out to solve learning problems faced by teachers, improve the quality and results of learning and try new things in learning for the sake of improving the quality and results of learning. PTK is a research activity that can be carried out individually or collaboratively. So in this class action research will be carried out in collaboration with Class IV teachers at Madrasah Ibtidaiyah Salamah, Jambi in an effort to improve the learning process to increase learning independence in natural science learning where the subjects in this study are fourth grade students at Madrasah Ibtidaiyah Salamah Jambi. The technique of determining the subject is taken by using purposive sampling (also known as judgment, selective or subjective sampling) where the researcher relies on his own judgment when selecting the population in the study or a technique based on certain characteristics that are thought to be closely related to the characteristics and properties that exist in the population that are already known in advance.

In this study, the instrument used was a questionnaire with a Likert scale. The Likert scale is used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. The questionnaire in this study uses 5 alternative instrument answers where the values are 5, 4, 3, 2, and 1.

The questionnaire used is a questionnaire to measure student learning independence, where filling out the questionnaire sheet is carried out in learning activities before the application of the Flipped Classroom method and in learning after the application of the Flipped Classroom method. This questionnaire aims to measure the increase in student learning independence. Learning independence can be categorized into four categories, namely:

Table 1. Assessment Categories of Learning Independence Questionnaire

No	Percentage	Category
1	85% - 100%	Very High
2	70% - 85%	High
3	50% - 70%	Medium
4	0% - 50%	Low

The indicator of the success of learning independence in this study is the increase in student learning independence from cycle I to cycle II, with a percentage of success for each aspect of at least 70% in the high category.

C. RESULT AND DISCUSSION

This research was conducted at MI Salamah Jambi City class IV. Students totaled 30 people with 12 males and 18 females In this section, the results of the research on increasing learning independence with the flipped classroom method in class IV IPAS lessons MI Salamah Jambi City are presented. This research was conducted in 2 cycles, with details as shown in the following table 2:

Table 2 Results of the Learning Independence Questionnaire Before the Application of the Flipped Classroom Method

No	Aspects of Learning Independence	Percentage (%)
1	Initiative	46,7%
2	Discipline	49,3%
3	Self-confidence	42%
4	Responsibility	47,3%
5	Doing self-evaluation	44%
6	Active in learning	40,7%
7	Does not depend on others	43,3%
8	Has the desire to compete for advancement	47,3%
Average		45,12%

Based on the table 2, it can be seen that in the results of the student learning independence questionnaire in cycle I, the initiative aspect was 46.7%, the discipline aspect was 49.3%, the self-confidence aspect was 42%, the responsibility aspect was 47.3%, the self-evaluation aspect was 44%, the active aspect in learning was 40.7%, the aspect of not depending on others was 43.3%, and the aspect of having the desire to compete forward was 47.3%. The average obtained was 45.12%.

Table 3 The results of the Learning Independence Questionnaire after the Application of the Flipped Classroom Method Cycle I

No	Aspects of Learning Independence	Percentage (%)
1	Initiative	56,7%
2	Discipline	59,3%
3	Self-confidence	52%
4	Responsibility	57,3%
5	Doing self-evaluation	54%
6	Active in learning	60,7%
7	Does not depend on others	53,3%
8	Has the desire to compete for advancement	47,3%
Average		56%

Based on the table 3, it can be seen that the results of the student learning independence questionnaire in cycle I in the aspect of initiative amounted to 56.7%, the aspect of discipline 59.3%, the aspect of self-confidence 52%, the aspect of responsibility 57.3%, the aspect of conducting self-evaluation 54%, the aspect of being active in learning 60.7%, the aspect of not depending on others 53.3%, and the aspect of having the desire to compete forward 47.3%. The average obtained in cycle I was 56%.

Table 4 Results of the Learning Independence Questionnaire after the Application of the Flipped Classroom Method Cycle II

No	Aspects of Learning Independence	Percentage (%)
1	Initiative	74,7%
2	Discipline	72,7%
3	Self-confidence	72,7%
4	Responsibility	72%
5	Doing self-evaluation	70,7%
6	Active in learning	72,7%
7	Does not depend on others	70,7%
8	Has the desire to compete for advancement	70%
Average		72,16%

Based on the table 4, it can be seen that the results of the student learning independence questionnaire in cycle II in the aspect of initiative were 74.7%, the aspect of discipline was 72.7%, the aspect of self-confidence was 72.7%, the aspect of responsibility was 72%, the aspect of conducting self-evaluation was 70.7%, the aspect of being active in learning was 72.7%, the aspect of not depending on others was 70.7%, and the aspect of having the desire to compete advanced was 70%. The average obtained in cycle II was 72.16%. The increase in the percentage of student learning independence categories can be seen in the figure 1:

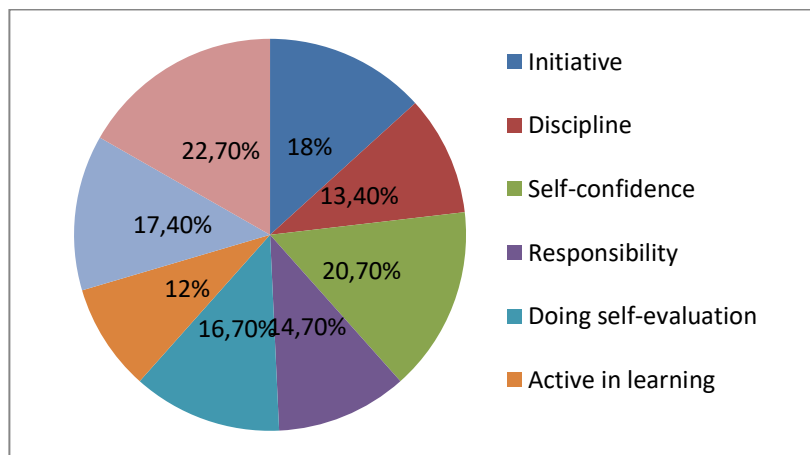


Fig 1. The increase in the percentage of student learning independence categories

This class action research aims to improve the learning independence of students in class IV A MIS Salamah Jambi City. The research was conducted by taking IPAS learning material taught in the even semester of the 2023/2024 school year. The subjects of this study were class IV A students totaling 30 students. This research was carried out in II cycles, in which cycle II was carried out the same as cycle I but with improvements that had been reflected on cycle I so that students' learning independence could increase in cycle II. Based on the results of the analysis of the student learning independence questionnaire in cycle I, it was in the medium criteria and did not meet the success indicators with a percentage of 56%. In cycle II, learning independence increased by 16.16% to 72.16% high criteria and has met the indicators of success.

The findings of this study reinforce the growing body of evidence that the flipped classroom (FC) model fosters students' learning independence by providing greater autonomy, flexibility, and opportunities for self-regulated engagement in the learning process. Unlike the traditional lecture-centered approach, the FC shifts the transmission of content to pre-class activities, such as video lectures, online readings, and digital modules, while reserving in-class sessions for active learning tasks, problem-solving, and collaborative discussions. This shift allows students to control the pace of their learning, review materials repeatedly, and take ownership of their preparation prior to class. Such autonomy supports the development of *self-directed learning* skills, which are essential in higher education and lifelong learning contexts.

Recent studies provide substantial empirical support for the relationship between flipped learning and student autonomy. Avakyan et al. (2024) reported that the FC model significantly enhances students' satisfaction of basic psychological needs—autonomy and competence—compared to traditional settings. These findings align with *self-determination theory*, suggesting that when learners experience control over their learning processes, they are more intrinsically motivated to engage independently. Similarly, Izadpanah et al. (2022) found that FC implementation in English as a Foreign Language (EFL) classrooms improved students' *self-directed learning* and *learner autonomy*, indicating that exposure to pre-class materials and reflective learning tasks encourages students to take initiative and regulate their study habits more effectively.

Furthermore, Baig et al. (2023) in a systematic review of FC in higher education, concluded that the model enhances student engagement, active participation, and higher-order thinking skills. The FC structure enables students to apply theoretical knowledge in practical, discussion-based settings, reinforcing both understanding and independent reasoning. Complementing these results, Hava (2024) emphasized that FC environments promote autonomous learning strategies and digital literacy, which are vital for sustaining independent learning in technologically mediated education. These findings collectively suggest that the FC not only supports academic achievement but also cultivates the cognitive and motivational foundations necessary for lifelong learning.

Nevertheless, the success of the flipped classroom depends heavily on instructional design and student readiness. Some studies have indicated that without appropriate scaffolding—such as learning guides, structured pre-class tasks, or diagnostic quizzes—students may struggle to manage their time effectively or comprehend complex materials before class. Yang et al (2024) demonstrated that integrating *case-based learning* with the FC approach improved students' learning enthusiasm and strategic engagement when clear guidance and instructor support were provided. Therefore, while the FC offers opportunities for independence, it must be complemented with pedagogical structures that nurture self-regulation, especially for learners who are new to autonomous learning environments.

In summary, the flipped classroom presents a viable pedagogical model to enhance students' learning independence by promoting autonomy, responsibility, and reflective engagement. However, further longitudinal and context-specific research is needed to assess the sustainability of independent learning outcomes beyond the intervention period. Future studies should also explore how flipped learning can be effectively adapted for diverse educational levels and disciplines, including primary and secondary education contexts. With thoughtful instructional design and adequate technological support, the flipped classroom has the potential to serve as a transformative learning approach for cultivating self-regulated, independent learners in the 21st century.

CONCLUSION

Based on the results of the study, it can be concluded that the flipped classroom learning method can increase the learning independence of students in class IV A MIS Salamah Jambi City in IPAS learning. Based on the results of data processing, after improvements were made in cycle II, student learning independence increased well. Student learning independence increased, the percentage of cycle I was 56% to 72.16% in cycle II. The researcher also gave some suggestions in his research, namely learning by using the flipped classroom method can increase student learning independence, therefore this learning method can be used by teachers in the learning process at school. And also further researchers can make as a reference to conduct further research. In order to obtain broader results, it is recommended to conduct research in different schools and subjects.

REFERENCE

- Baig, M. I., & Yadegaridehkordi, E. (2023). Flipped classroom in higher education: a systematic literature review and research challenges. In *International Journal of Educational Technology in Higher Education* (Vol. 20, Issue 1). Springer Science and Business Media Deutschland GmbH. <https://doi.org/10.1186/s41239-023-00430>
- Fatmawati, K. (2018). Peningkatan aktivitas dan hasil belajar siswa dalam pembelajaran IPA dengan menggunakan model discovery learning di Kelas V SDN 149/VIII Muaro Tebo Jambi. *Jurnal Of Education in Mathematics, Science, and Technology*, 1(2), 27–33. <http://jemst.ftk.uinjambi.ac.id/>.

- Fithriyah, R., Wibowo, S., & Octavia, R. U. (2021). Pengaruh Model Discovery Learning dan Kemandirian Belajar terhadap Hasil Belajar Siswa di Sekolah Dasar. *EDUKATIF: JURNAL ILMU PENDIDIKAN*, 3(4), 1907–1914. <https://doi.org/10.31004/edukatif.v3i4.894>.
- Hava, K. (2024). A Systematic Review of Flipped Learning in EFL Education. *Malaysian Online Journal of Educational Technology*, 12(4), 175–188. <https://doi.org/10.52380/mojet.2024.12.4.556>
- Hendikawati, P., Zahid, M. Z., & Arifudin, R. (2019). Keefektifitas Media Pembelajaran Berbasis Android terhadap Kemampuan Pemecahan Masalah dan Kemandirian Belajar. *Prisma*, 2, 917–927. <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/29308/12927>.
- Ilham, A. (2021). Meningkatkan Hasil Belajar Siswa dalam Mata Pelajaran Matematika Materi Bilangan Bulat dan Pecahan Melalui Metode Ekspositori. *Action Research Journal Indonesia (ARJI)*, 3(2), 121–127. <https://doi.org/10.61227/arji.v3i2.39>.
- Mulyawati, Y., & Christine, C. (2019). Pengaruh pola asuh orang tua terhadap kemandirian belajar siswa. *Jurnal Pendidikan dan Pengajaran Guru Sekolah Dasar (JPPGuseda)*, 2(1), 21-25. DOI: [10.55215/jppguseda.v2i1.990](https://doi.org/10.55215/jppguseda.v2i1.990).
- Rozi, F., Lana, I. F., & Jadid, U. N. (2021). Meningkatkan Kemandirian Belajar Siswa. *Meningkatkan Kemandirian Belajar Siswa*, 5, 109–124.
- Siregar, N., Jalal, M., Jayanti, T., Islam, U., Sulthan, N., Saifuddin, T., Islam, U., Sulthan, N., Saifuddin, T., Islam, U., Sulthan, N., Saifuddin, T., & Tematik, P. (2022). Penerapan Media Scrapbook Pembelajaran Tematik Untuk Meningkatkan Kemampuan Kerja Sama Siswa Kelas V Mi Al - Munawwarah. *Jurnal Praktek Dan Kebijakan Pendidikan Indonesia*, 1(2), 26–38. <https://pwjournal.penerbitgemulun.com/index.php/pwj/article/view/10>.
- Tasaik, H. L., & Tuasikal, P. (2018). Peran Guru Dalam Meningkatkan Kemandirian Belajar Peserta Didik Kelas V Sd Inpres Samberpasi. *Metodik Didaktik*, 14(1), 45–55. <https://doi.org/10.17509/md.v14i1.11384>.
- Yang, W., Zhang, X., Chen, X., Lu, J., & Tian, F. (2024). Based case-based learning and flipped classroom as a means to improve international students' active learning and critical thinking ability. *BMC Medical Education*, 24(1). <https://doi.org/10.1186/s12909-024-05758-8>.