

The Effect of a Flipped Classroom Model on Students' Learning Outcomes in Islamic Religion Education for 6th-Grade Elementary School



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ABSTRACT: This study aims to determine the effect of the Flipped Classroom Model on students' learning outcomes in the subject of Islamic Religious Education for 6th-Grade Elementary School. The research design uses quasi-experimental, with a population consisting of 6th-grade students at "Excellent Children Elementary School" in Gresik City, East Java Province. Of a total of 36 students, they were grouped into two classes randomly, with 18 students in the control group and 18 students in the experiment group. Data collection was carried out through a performance test to assess Al-Quran reading ability and understanding of its contents. The pre-test was carried out before applying the Flipped Classroom Model as initial data. After the intervention, a post-test was given to evaluate the effect of the flipped classroom model. The collected post-test data were subjected to statistical analysis using the t-test to compare learning outcomes between the control and experimental groups. The results of the Independent Samples T-Test show a significance level (Sig. 2-tailed) of 0.001, which indicates that the value of 0.001 is smaller than the standard significance level of 0.05. Therefore, it can be concluded that the implementation of the Flipped Classroom Model has a positive effect on students' learning outcomes in the subject of Islamic Religious Education for 6th-Grade Elementary School students. These findings highlight the potential for innovative learning approaches to enrich teaching and learning experiences in Islamic Religious Education, fostering a more engaging and effective learning environment for students in elementary schools. Suggestions for future research, namely, research can explore how the Flipped Classroom Model can increase cooperation and collaboration between students in the learning process. This kind of study can open opportunities to integrate social aspects and positive social interactions in the use of the Flipped Classroom model. As well as conducting a study of the factors that influence the implementation of the Flipped Classroom Model can help identify challenges and obstacles that may be faced by teachers and students in implementing this learning model.

KEYWORDS: Flipped Classroom Model, Islamic Religious Education, learning outcomes, Elementary School

I. INTRODUCTION

Islamic Religious Education has an important position in the national curriculum in elementary schools as a compulsory subject for all Muslim students. As part of the national education sub-system, Islamic Religious Education is constantly updated along with the development of science and technology. Conceptually, Islamic religious education is a religious subject for Muslim students that are consciously designed and based on the Al-Quran and Hadith to form individuals who believe and fear piety by guiding, training, practicing, and teaching it to students (Destriani & Warsah, 2022). The purpose of learning Islamic Religious Education is to increase belief (faith), understanding, appreciation, and practice of Islamic religious teachings. This is a conscious and planned effort for students to believe, understand, and practice Islamic teachings through guidance, teaching, and exercises through habituation (Musya'Adah, 2018).

Based on the report on the observations of researchers at "Excellent Children Elementary School," there are problems related to students' learning outcomes in the subject of Islamic Religious Education in 6th-Grade Elementary School. Students tend to complain that the material for reading and understanding the content of the Quran in Islamic Religious Education is difficult to learn and understand. As a result, the practice of reading the Quran is still not fluent, and understanding of the contents of the Quran seems low. This is evident from the reports on student learning outcomes regarding the material for reading and understanding the contents of the Quran.

Reports on student learning outcomes in Islamic religious education regarding the ability to read and understand the contents of the Quran for 6th-grade students at "Excellent Children Elementary School" show that out of 36 students in grades 6A and 6B, 30 scored below 72, which proves the low ability to read the Quran. Only six students scored above 72 out of all students in grades 6A and 6B. The same thing happened to the learning outcomes of understanding the content of the Quran, where 30 students

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scored below 72 and only 6 students scored above 72. The low ability of students to read the Quran fluently and understand its contents is caused by students often still using memorization techniques without forming an understanding of the material being studied. This also causes low student activity in learning to find their concepts in reading skills and understanding the contents of the Quran. As a result, learned material can be quickly forgotten.

The problem that often arises is that the subject of Islamic Religious Education has always been centered on the teacher, so students can only learn directly from the (Meliani et al., 2022). In addition, teachers still use traditional learning approaches. These challenges and problems need to be overcome to improve student's learning outcomes in Islamic Religious Education subjects. In overcoming this problem, teachers must apply learning models that are innovative and follow the material being taught so that students do not only take part in passive learning but are also active in the learning process (Simanjuntak et al., 2023). Therefore, research on the effect of the Flipped Classroom Model on students' learning outcomes in Islamic Religious Education for 6th-Grade Elementary Schools is relevant and important for further investigation.

The Flipped Classroom model is an innovative learning approach and has the potential to improve student's learning outcomes. The flipped classroom emphasizes the transformation of learning from teacher-oriented to student-oriented (Chen, 2021). The flipped classroom emphasizes that students study the subject matter first at home through the assignments given by the teacher and then follow up on learning in class (Nurhidin, 2020). Students have studied learning material before entering class, which means the teacher is no longer dominant in controlling the class, so teacher and student interactions become better and learning becomes more enjoyable (Jamilah et al., 2021). In the flipped classroom model, time is completely restructured. Students still need to ask questions about material that has been delivered through media such as videos and material that has been studied at home, so the teacher usually answers these questions during the first few minutes of class. This allows teachers and students to clear up misunderstandings and equalize perceptions before the material is put into practice (Bergmann & Sams, 2012). The implementation of the Flipped Classroom model provides benefits for teachers and students. Advantages for teachers: forcing teachers to use information and communication technology and reducing the teacher's role as the main source of learning, while the advantage for students is that they can master information and communication technology in the learning process, forcing students to study independently and actively through the process of observing material on various subject matters, such as learning videos provided by the teacher.

By considering the advantages of the Flipped Classroom model in Islamic Religious Education, this research further investigates the effect of the Flipped Classroom model on improving students' learning outcomes in Islamic Religious Education subjects in elementary schools. With the implementation of the Flipped Classroom model, it is hoped that the learning process will become more meaningful, interactive, and effective in shaping the strong character and faith of Muslim students, as well as equipping them with an in-depth understanding of religious teachings that can be implemented in everyday life.

II. METHODS

The purpose of this study aims to examine the effect of the Flipped Classroom Model on students' learning outcomes in Islamic religious education for 6th-Grade Elementary School students. This study uses a quasi-experimental research design. The population of this study was 6th-grade students at "Excellent Children Elementary School" in Gresik City, East Java Province, who learned an Islamic Religious Education. From a total of 36 students, two classes were randomly selected, each being 18 students in the control group and 18 students in the experimental group.

Data will be collected through performance tests to measure the ability to read the Quran and understand the contents of the Quran. Before conducting the research, a pretest was conducted to obtain initial data before the intervention using the Flipped Classroom Model. After the intervention, a posttest was carried out to obtain data after the Flipped Classroom Model was implemented.

The Flipped Classroom model will be implemented in the experimental group. Learning materials related to reading the Quran and understanding the contents of the Quran will be presented through learning media such as videos and the assistance of Zoom and WhatsApp applications so that the subject matter can be accessed by students at home. Students will be asked to prepare themselves by studying the material before the learning session in class. During the implementation of the Flipped Classroom Model, interactions between teachers and students will be observed. Student activity in learning and participation will be recorded.

After the implementation of the Flipped Classroom Model is complete, the post-test results data will be processed and analyzed using statistical tests with the t-test to compare learning outcomes between the control group and the experimental group. Data on learning outcomes from statistical tests will be analyzed to determine whether there are significant differences in learning outcomes between the control group and the experimental group. Based on the results of the analysis, conclusions will be drawn to determine whether the Flipped Classroom Model has a significant effect in improving students' learning outcomes in the subject of Islamic Religious Education in 6th-Grade Elementary School.

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III. RESULT AND DISCUSSION

In Table 2 it is clear that the mean value of students' learning outcomes in learning to read the Quran in the experimental group is 83.22 which is higher than the mean value of learning outcomes in reading the Quran in the control group 70.56. The results of learning to understand the contents of the Quran in the experimental group showed a mean value of 88.89 which was higher than the mean value of understanding the contents of the Quran in the control group of 79.50.

Table 3 shows a Sig. (2-tailed) value of 0.001, that 0.001 is smaller than 0.05 so it can be concluded that there is an effect of the Flipped Classroom Model on students' learning outcomes in Islamic Religious Education for 6th-Grade Elementary School.

Table 1. Outline of Student Active Participation Observation Sheet

No	Type of Activity	Observed Activities
1	Visual activities	Students pay attention to the teacher and the group presenting.
		Students are busy playing with the features of an Android smartphone.
2	Oral activities	Asking students about the material for reading the Quran following the Tajweed, and having a tolerant attitude and sympathy for fellow human beings as an implementation of understanding the contents of the Al-Quran Surah Al-Ma'idah (2) verse 2 and Surah Al-Kafirun (109) verses 1-6
		Students answer questions from the teacher and the group presenting
		Students express opinions during discussions
		Students talk to themselves
3	Listening activities	Students listen to the teacher and the group presenting.
		Students listen to the answers of teachers and other students
		Students do not focus on listening to the teacher's directions
4	Writing activities	Students record the material studied
		Students do not do assignments.
5	Drawing activities	Students explain accompanied by diagrams or pictures or videos
		Students send Emoji in the chat column that is not relevant to the lesson
6	Motor activities	Students are actively involved in group discussions
		Busy students themselves without playing an active role in group discussions
7	Mental activities	Students respond to the material being studied

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		Students express opinions during discussions
		Students playing alone during the discussion
8	Emotional activities	Students accept objections from other students' opinions during discussions
		Students are sleepy/sleeping during learning

Table 2. Group Statistics

	Reciting Al-Quran		Understand_Content_ALQuran	
	Experiment	Control	Experiment	Control
N	18	18	18	18
Means	83.22	70.56	88.89	79.50
std. Deviation	9,932	10,556	8,838	5,458
std. Error Means	2,341	2,488	2083	1,287

Table 3. Independent Samples Test

		Reciting Al-Quran		Understand_Content_ALQuran	
		Equal variances assumed	Equal variances not assumed	Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	.214		4,867	
	Sig.	.647		.034	
t-test for Equality of Means	t	3,708	3,708	3,835	3,835
	df	34	33,875	34	28,322
	Sig. (2-tailed)	.001	.001	.001	.001
	Mean Differences	12,667	12,667	9,389	9,389
	std. Error Difference	3,416	3,416	2,448	2,448
	95% Confidence Interval of the Difference	Lower	5,724	5,723	4,413
	Upper	19,610	19,611	14,365	14,402

Overall, the findings of this study indicate that the application of the Flipped Classroom Model has a positive effect on students' learning outcomes in Islamic Religious Education 6th-Grade Elementary Schools. This is in line with previous research which has shown the effectiveness of the flipped classroom in improving students' learning outcomes.

Previous research findings indicate that the flipped classroom model is a promising pedagogical approach when properly designed. The research results provide insight into the characteristics of an effective flipped classroom learning model that supports the implementation of the evidence-based flipped classroom model (Van Alten et al., 2019). Previous research has also proven that the flipped classroom model has an effect on student learning outcomes, so teachers should be able to work closely with parents in monitoring students during the learning process at home (Wijanarko & Ganeswara, 2021). In addition, it is suggested that teachers use the flipped classroom and discovery learning models in improving student learning outcomes because students are more ready to accept learning, and can understand their concepts to train students to be creative and think critically (Sugiharti et al., 2022).

Student motivation also increases by using the flipped classroom model. The level of motivation of students who use the flipped classroom model is higher than that of classical learning. These results are consistent with the results of other research in the literature, which shows that the flipped classroom model has advantages such as allocating time spent in class for interactive activities, presenting various types of material to students and addressing students with different characteristics, increasing student interest and participation, and ensuring students are responsible for their learning (Sirakaya & Ozdemir, 2018).

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The implications of this research are very important for educational practice. By adopting the Flipped Classroom Model in Islamic Religious Education, teachers can create a more dynamic and interactive learning environment, encourage active participation, and foster a deeper understanding of religious teachings. Students benefit from the opportunity to engage with learning material at their own pace and have more meaningful interactions with their teachers and peers during class sessions. This study also highlights the importance of innovative teaching approaches in enriching learning experiences. By integrating technology and student-centered methodologies, educators can adapt to the changing needs of their students and promote better learning outcomes.

However, it is important to acknowledge certain research limitations. This research was conducted in specific elementary schools and may not be fully representative of the wider 6th-grade population. Therefore, future researchers may consider expanding the scope of this study to include more schools and more diverse settings to validate the generalization of the findings. In addition, the short study duration may limit the comprehensive evaluation of the long-term impact of the flipped classroom model on student learning outcomes. Longitudinal studies can provide insight into the sustainability of the observed positive effects.

IV. CONCLUSION

In conclusion, the results of this study and support from previous studies highlight the potential of the Flipped Classroom Model in improving students' learning outcomes in Islamic Religious Education for 6th-Grade Elementary School students. By adopting this innovative approach, educators can create more interactive and meaningful learning experiences, facilitating students' academic and personal growth. The Flipped Classroom model empowers students to take responsibility for their learning and engage actively with the subject matter, which leads to increased retention and understanding of Qur'anic material. This research contributes valuable insights into the field of Islamic Religious Education, emphasizing the importance of student-centered pedagogy and the integration of technology in enriching teaching and learning processes. As educators continue to explore and adopt innovative approaches such as the Flipped Classroom Model, they can create more engaging and effective learning environments for students in elementary schools. Suggestions for future research, namely, research can explore how the Flipped Classroom Model can increase cooperation and collaboration between students in the learning process. This kind of study can open opportunities to integrate social aspects and positive social interactions in the use of the Flipped Classroom model. As well as conducting a study of the factors that influence the implementation of the Flipped Classroom Model can help identify challenges and obstacles that may be faced by teachers and students in implementing this learning model.

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