

MEANINGFUL LEARNING BASED ON FLIPPED CLASSROOMS IN PRIMARY SCHOOLS

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Abstract

Meaningful learning is a process that connects new information with knowledge acquired through learners' experiences. The use of diverse strategies makes the learning process active and meaningful for students. Flipped Classroom is a relatively new instructional strategy. Unlike conventional teaching methods, Flipped Classroom involves students actively preparing for learning by watching videos, understanding PowerPoint presentations, and accessing learning resources provided by educators through online media such as e-learning or learning applications. The purpose of this study is to outline a meaningful learning model using the Flipped Classroom strategy. The research approach adopted in this study is qualitative, specifically a literature review. Data was collected by searching for and analyzing scholarly works related to the research variables through literary sources. The literature review revealed seven stages in the process of using the meaningful learning model with the Flipped Classroom strategy: setting learning objectives, identifying student characteristics, aligning information with meaningful learning, selecting learning materials, delivering materials in the form of videos or PowerPoint presentations, comprehending core concepts, and evaluating the process and student learning outcomes. The implementation of the Flipped Classroom strategy in teaching provides a meaningful learning experience for students.

Keywords: *Meaningful learning, Flipped Classroom, Primary School*

INTRODUCTION

Along with technological advances in the 21st century, educators are required to immediately adapt to advances in digital technology. A learning model is needed that is in line with the acceleration of technological progress and connects learning inside and outside the classroom. The government has made various efforts to continue to improve the quality of education in this country. The method used by the government is to provide policies by implementing a curriculum that is aligned with the conditions of students, the surrounding community, student learning and facilities and infrastructure (I Wyn Sujana I Pt. Fira Kumatha, 2013). To be able to realize the desired education, there is an empirical basis that must be possessed by a teacher or educator to support them in carrying out their professional duties (M. Thabrani dan Ali Mustofa, 2011).

David Ausubel, a famous educational psychologist, coined a theory known as meaningful learning (Nur Rahmah, 2018). Itskarisma and Mawardi quote Yogihati's opinion that learning is meaningful "was an approach in managing the learning system through active learning methods towards independent learning. The ability

to learn independently was the ultimate goal of meaningful learning. The way of packaging the learning experience designed by the teacher was very influential on the experience for students. The way of packaging learning experiences could be through themes that were appropriate to the environment of students. Thus, the environment greatly influences how students can feel meaningful in learning." Meaningful learning is an approach to managing the learning system through active learning methods towards independent learning. The ability to learn independently is the ultimate goal of meaningful learning. The way the teacher designs the learning experience is very influential on the student experience. The way to package the learning experience can be through a theme that suits the student's environment. Thus, the environment greatly influences how students can feel meaningful in learning (Itsna Kharisma, 2019).

Meaningful learning coined by David Ausubel is a process of linking new information with relevant concepts in a person's cognitive structure. With meaningful learning, the knowledge received will last a long time in students' memories. In education, of course, there is a process called the learning process. Learning is essentially a process of interaction between students and students, students and learning resources, and students and educators. Learning will be meaningful if it is held in a comfortable place and environment that supports the learning process. Belsasar Sihombing and Chista Sinaga revealed that learning using Ausubel theory can increase student activity so that it will help teachers achieve the objectives of the subjects being taught (Christa V Sinaga, 2018). One learning method that can be meaningful for students is by implementing the Flipped Classroom strategy.

The Flipped Classroom involves a shift in energy from the instructor towards active students by utilizing technology to enhance the learning environment. According to Yulietri et al (2015), the flipped classroom is a model where the teaching and learning process is not like in general, namely in the learning process students study the subject matter at home before class starts and teaching and learning activities in class take the form of doing assignments, discussing the material or problems that arise. students have not understood.

The flipped classroom is a model or learning method that minimizes direct teaching from the teacher, where in the learning process students study the subject matter first at home, while teaching and learning activities in class only consist of working on assignments, discussing material or problems that were not understood while studying. At home. The concept of the flipped classroom learning model is basically that what is done in class in conventional learning is done at home, while work at home in conventional learning is completed in class.

According to Bergmann and Sams (2012), the flipped classroom is what was traditionally done in class is now done at home, while what was traditionally done as homework is now done in class. According to Johnson (2013), the flipped classroom is a learning model that minimizes direct teaching from the teacher, but maximizes

indirect teaching with the support of materials that can be accessed online by students. Today's educators are showing great interest in innovative teaching approaches that address the needs of the times. One of these approaches is the flipped classroom model. Flipped classroom is a relatively new learning strategy. This learning strategy is increasingly developing with technological advances, such as internet access and other supporting software. In traditional learning, educators deliver the material, then to increase understanding of the material, students will do assignments at school and be given homework. In the flip classroom, students participate in preparing learning through watching videos, understanding PowerPoint and accessing learning resources provided by educators either through e-learning or other means. After having complete preparation at home, in class students will be able to solve problems, analyze and provide solutions to the problems they face.

The learning model using the flipped classroom method is implemented by minimizing the amount of direct instruction by the teacher to students in teaching the material and maximizing the time to interact with each other in discussing related problems. Flipped classroom learning places more emphasis on utilizing time inside and outside the classroom so that learning is of higher quality and meaning so that it can improve students' understanding of the material. The results of previous research conducted by Aini (2021), namely research, provide an illustration that the flipped classroom type meaningful learning model has a significant effect in increasing learning independence, obtaining a percentage result of 91.57% in the very good category. This research uses descriptive quantitative research, data collection techniques using a Likert scale questionnaire which was analyzed using percentages.

The role of a teacher in the teaching and learning process, especially in terms of preparing good learning and the use of teaching methods and models must be in accordance with the needs of the material to be taught. With a good learning design and learning model, it is hoped that it will be able to activate students in learning and be able to improve students' abilities in learning. In improving the learning process, good strategies are needed, one of which is through implementing meaningful learning based on the flipped classroom. Based on the description of the background, this research aims to describe a meaningful learning model using the Flipped Classroom strategy.

METHODS

This research method is library research, namely collecting data or scientific papers related to research objects or collecting data of a library nature. According to M Nazir, literature study is a data collection technique by conducting a review study of books, literature, notes and reports that are related to the problem being solved

(M. Nazir: 2003).

RESULTS AND DISCUSSION

Meaningfull Learning

Meaningful learning coined by David Ausubel is a process of linking new information with relevant concepts in a person's cognitive structure (Tarmidzi: 2018). Meaningful learning is learning where someone can connect the new knowledge they have acquired with the knowledge they have previously acquired. The results of the meaningfulness of learning can be seen by the connection between theories, facts, or new situations that fit within the students' cognitive framework. Learning is not just about memorizing lesson materials or events that occurred, but learning is an activity that connects all the concepts taught so that students will not forget easily and so that learning can be carried out easily. 19 According to Suparno, meaningful learning is done with the connection between material that has been studied with the material that will be studied, first providing ideas or ideas starting from the most global then continuing on to things that are exclusive or more elaborate, showing the similarities and differences between new material and old material, and trying to get the ideas existing ones can be mastered in their entirety before new ideas are presented (Mostafa: 2018).

Learning to eat emphasizes the relationship between new material and previous material. Because the relationship between material is the key to students learning well. These materials are explained and then presented well and consistently to students. It is hoped that this will influence the regulation of student learning progress. Where there is also an advance organizer which is learning material or general information that covers all the contents of the trip that will be taught to students.

Ausubel (in Rahmah, 2019) states that the steps for meaningful learning include: determining learning goals, identifying children's characteristics and making a core concept map, determining topics in the form of an advance organizer, studying the concept map and applying it in concrete form and assessing children's learning outcomes. Based on the theoretical description above, it can be concluded that meaningful learning is learning that involves cognitive structures in linking newly learned information or material with knowledge that previously existed in the child. The benefits of meaningful learning include that the material the child learns will be remembered for a long period of time, the material studied will make an impression even though the child has forgotten, meaningful learning will help the child learn similar material at different levels. In this case, the researcher discusses meaningful learning (meaningful learning) based on the Flipped Classroom.

Flipped Classroom

Flipped classroom is a learning model that designs a flipped classroom, meaning that activities that are usually carried out in the classroom are replaced by being done at home, and vice versa (Tampubolon et al., 2022). Samaraseka (2019) states that the flipped classroom is a learning strategy that uses a mixed learning approach by flipping the traditional learning environment and providing learning content outside the classroom (mostly online). During face-to-face sessions in class, assignments (material traditionally considered homework) are discussed or educators can ask the class to discuss related exam questions. Some educators also watch streaming video lectures or collaborate in online discussions as class activities with careful supervision by the facilitator.

Flipped classroom-based learning does not change the pedagogical concept. Flipped Classroom only changes the role of students from passive listeners in class, to active participants in learning activities. According to Tucker (2013), an important advantage of the flipped classroom is that it supports teamwork and discussion in class, students can watch videos wherever and whenever they want, they can adjust the pace of learning according to their needs, encourage students to think, both internally and externally. outside class. And they have the opportunity to use various learning strategies. This learning system allows teachers to have more time to interact with students and can understand students' emotional needs.

The flipped classroom learning model was first introduced by J. Wesley Baker in 2000, in his article entitled *The classroom flip: using web course management tools to become the guide by the side*. In the same year, Lage, Platt and Treglia also conducted research using almost the same term, namely inverted classroom. Several other terms used in various studies that show flipped classroom learning are just-in-time teaching by Novak and inverted learning by Barker. The flipped classroom learning model is learning that combines learning in the classroom with learning outside the classroom with the aim of maximizing learning activities. Learning activities that are usually carried out in class can now be carried out at home. On the other hand, learning activities that are usually carried out at home are carried out in the classroom. Teachers as facilitators package learning materials in digital form in the form of videos for students to study at home so that students are better prepared to learn when in class.

The Flipped Classroom strategy according to Samaraseka (2019) has two major steps: 1) Homework assignments: relevant reading material (online or hardcopy) related to the learning topic is given to students as homework; Alternatively, students are asked to review the video for further discussion in class. 2) In-class activities: During lecture activities, question and answer sessions are conducted based on homework assignments; This session is facilitated by the educator. However, sometimes in-class activities may include problem-solving sessions based on lecture topics. In Flipped Classroom, students watch videos related to the material being studied and prepare questions or problems that they do

not understand. When in class, students take part in active activities, such as problem solving (individual or group), discussions or group activities (Sohrabi B & Iraj H: 2019).

Implementation of Meaningful Learning Based on the Flipped Classroom

Implementing meaningful learning based on the flipped classroom in schools requires careful planning and collaboration between teachers, students and parents. The following are several steps for implementing meaningful learning based on Ausubel's theory that can be taken:

1. Determining Learning Goals:

Determine clear and specific learning objectives for each learning session. This goal must refer to the competencies and skills that will be achieved by students

2. Identify Learner Characteristics:

Understand the characteristics of each student, such as learning style, level of understanding, interests and individual needs. This requires teachers to design learning materials that suit students' needs.

3. Creating a Core Concept Map:

The teacher makes a concept map that describes the core lesson material. This concept map will help students understand the relationship between concepts and the overall structure of the material.

4. Determine the Topic based on the Advance Organizer:

Before students start studying independently outside the classroom (at home), the teacher provides advance organizers/initial information/material about the topics to be studied to students. This helps students prepare and build initial understanding.

5. Study Concept Maps:

Students learn concept maps or core material independently, for example by watching learning videos or reading material. Students must try to understand these concepts before learning in class.

6. Apply in Concrete Form in Class:

In the classroom, students are given the opportunity to apply the knowledge they learn through discussions, projects, simulations, or problem-based assignments. The teacher acts as a facilitator in this process.

7. Evaluation:

After students apply knowledge in a real context in the classroom, the teacher carries out an assessment or evaluation to measure the students' understanding and achievement. Assessments can take the form of exams, projects, assignments, or other formats appropriate to the learning objectives

The effectiveness or influence resulting from the application of the flipped

classroom type of meaningful learning model cannot be separated from the benefits offered by this model, namely that learning which was initially carried out in class was started by providing online material while at home or outside the classroom, so students have more time. a lot to deepen the subject's teaching material. This is in accordance with the explanation that the flipped classroom makes everything that is usually done in class, such as explaining theory, giving assignments or exercises and homework, can be done before entering class by focusing on students (student centered) which will provide lots of opportunities for students. to study better before entering the classroom (Arriany & Aswan, 2022).

Model meaningful learning tipe flipped classroom mampu memberikan pengalaman yang baru bagi peserta didik dalam memahami materi ajar, dengan kemudahan akses materi secara online serta dapat dibantu dengan video materi ajar yang tersedia dan dapat diulang-ulang (Darmawan et al., 2020). Kegiatan pembelajaran yang dilakukan di kelas berupa latihan, studi kasus dan lainnya baiknya dilakukan di kelas, sementara mendengarkan dan memahami penjelasan materi guru atau dosen dapat dilakukan di rumah bisa berupa vidio materi ajar (Ubaidillah, 2019). Implementasi pembelajaran bermakna berbasis flipped classroom membutuhkan komitmen dan kerja sama dari semua pihak yang terlibat yaitu guru, siswa dan orang tua, metode ini akan menjadi lebih efektif jika memperhatikan 8 poin di atas dengan tujuan untuk meningkatkan pemahaman siswa.

CONCLUSION

Flipped classroom-based learning can increase meaningful learning because students have the opportunity to dig deeper into learning material, ask questions, discuss with friends, and apply concepts in a more real context under the teacher's guidance. This can help students understand the material better and develop a deeper understanding, which is one of the main goals of meaningful learning. Implementing meaningful learning based on the flipped classroom in elementary schools can provide significant benefits, but it needs to be done carefully and taking into account the needs and characteristics of the students, teachers and schools concerned.

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