Flipping The Classroom: A Step Forward towards Understand its Impact on Students’ Learning Satisfaction

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Abstract: The latest technology development has brought various changes to the education world to replace the traditional method in teaching and learning. The Flipped Learning model is one of the approaches which utilises technology and it has become popular for teaching and learning. This study aimed to assess the effects of the Flipped Classroom on students’ academic achievement and learning satisfaction in the history subject. The study was conducted on Primary 5 students. Two groups of Primary Five students with the same ability had been chosen and placed in the control group which used the usual method of learning the history subject. As for the treatment group, this involved 30 students who learned history using the flipped classroom method. This study utilized the quasi-experimental design. The study instruments comprised one set of topical questions for the pre-test and post-test and the questionnaire to assess the students’ satisfaction level in learning history. The paired t-test was used in this study to answer all the research questions. The findings showed that the usage of the Flipped Classroom gave a positive effect to the students’ learning satisfaction. The students who studied using the Flipped Classroom had a high mean of satisfaction level compared to students who studied using the usual method. It could be concluded that flexible learning, usage of learning materials with various formats, an active learning environment, students having the opportunity to activate their existing knowledge before the class started, teacher guided self-learning and organized and planned implementation of activities had given a positive effect towards the students’ satisfaction level in learning history; in turn this affected the students’ academic achievement.

Keywords: Flipped Classroom, Active Learning, Blended Learning, Learning History

1. Introduction

The academic field is a platform for learning which is important in the nation’s education system. Students are an important asset to the nation. In a student’s daily dictionary, the basic thing to be considered is his/her satisfaction in studying as well as the improvement in his/her studies. The rapid development in Malaysia’s education system focuses on the cultivation of a study culture which is flexible and focuses on the importance of 21st century skills, higher-order thinking skills and student-focused learning (Kementerian Pendidikan Malaysia [KPM], 2013; Pusat Perkembangan Kurikulum [PPK], 2003; 2015). The development in the education system is important to produce positive impact for the students’ success and in turn, prepare them for 21st century globalization. However, educators still play an important role specifically in providing impact to the students’ academic achievement and in general, to assess the success of the education system used in the institutions. The education quality depends a lot on the quality of the educators as a good educator can make the learning fun and appreciated by the students. Lately, there are many pedagogical approaches using digital technology which are being utilized in the implementation of the learning process. To overcome the requirements and challenges of the 21st century learning, the concept of educational instruction needs to involve integration between the content, approach and technology more effectively. As such, various learning approaches could be applied by the teacher to ensure that their teaching methods become more creative and innovative as well as aligned with the requirements of the current education system. However, some teachers still use the traditional way of teaching which can be called teacher-focused learning such as memorizing, lecturing, question and answer session and discussion. The effectiveness of the teaching can be evaluated via a variety of materials and techniques used during teaching (Yahya, 2012). Now the time has come for teachers to act more proactively in preparing an active learning environment so that students do not only study and memorise facts and figures. Instead, the teachers should be smart in choosing and evaluating the teaching approach to be used so that the students could acquire skills in solving complex problems, finding information as well as able to create something unique via the teaching and learning implemented.

2. The Study
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The primary school education system in Malaysia moves in line with the 21st century learning requirements especially in the aspects of curriculum and education technology. However, many studies have focused on how teachers are still using the conventional approach.

The teaching and learning process of history in the classroom is still thought of as conservative, traditional and fail to create an attractive environment in teaching and learning that it gives off a negative implication and influence to the students (Ahmad et al; 2016). The history subject which is full of past events and facts causes the subject to become unpopular among students (Anuar, 2009). The lack of teacher creativity in the teaching of history also causes students to feel bored and not interested in the subject (Syadatul Adida; 2018). Teachers’ presentation is usually monotonous, as the students only hear the description of facts from the teacher (Nur Syazana, Shamsudin, & Azhar 2017) during the process of teaching and learning in the classroom; not much activity is conducted, causing most students to dislike learning the subject and think that they have to remember many events in history. It was found that the students seemed to misunderstand the concepts in history when they were asked to give detailed explanations (Stoskopf & Bermudez, 2008). This is disappointing as it was found that teachers controlled the overall process of teaching and the teaching content, where the delivery of information occurred one-way, the presentation was based on the teacher’s notes and textbooks and the teacher spoke continuously without knowing the students’ acceptance and comprehension level, the learning was based on memorizing and not understanding (Orlich, Harder, Callahan, Trevisan, & Brown, 2012).

It is also acknowledged that issues related to thinking skills in the history subject have been raised in line with the paradigm shift in the history curriculum which focuses on the element of thinking critically among the students (PPK, 2003; 2015). Based on a few studies, it was found that some teachers who utilized the conventional method preferred to use the drilling approach in the teaching of history and they did not provide enough reinforcement in the solving of problems and thinking skills of why, how and when; all these would give negative effects such as lacking in thinking creatively and critically (Bawaneh et al. 2011). As such, the history teacher would have to play an important role in using various methods to attract students’ interest in studying history. It is indeed timely that teachers should also experience a transformation in terms of the approaches and teaching methods in history; they should move towards technology-based and objective-focused approaches to improve and encourage the active participation of students in the teaching and learning of history (Haydn, Arthur & Hunt, 2001; Lee, 2013; Mohamad Rossafri & Toh, 2010; Heinich Moleda, Russell & Smaldino, 2002). As such, we should look for and identify a flexible teaching method as an alternative for the teaching and learning of history to make it a fun subject in line with its objective as a foundation for the development of patriotic citizens (Mohd ; 2014).

Flipped Classroom is a pedagogical concept which is gaining attention in the new millennium (Wahindah, Wan Alfida & Zuraidah, 2015) and it has been assessed as one of the best methods currently in education technology (Watters, 2012). In Malaysia, Flipped Classroom has also gained the attention of the Kementerian Pendidikan Malaysia as it lessens the “chalk and talk” in teaching, as well as maximizing the interaction between one another in the classroom (Brent, 2013). Additionally, the method also encourages self-learning and active student participation in the classroom. Previous studies found that students who were involved in the Flipped Classroom model could acquire high scores in the classroom as they made enough preparation about the subject before the teaching and learning process in the classroom (Galway et .at, 2014). Beapler (2014) found that the online teaching and learning or flipped classroom were more effective compared to the traditional way and this showed that the method could be implemented better in all sciences.

This approach focuses on the creation of a student-centred learning environment which is assisted by technology and collaborative activities in the classroom (Westermann, 2014). The flipped classroom approach has created a paradigm shift in teacher-centred learning based on the requirement of guiding students in the teaching and learning process (Hamdan, Knight & Arfstrom, 2013). The approach has enabled students to explore teaching materials outside the classroom through reading and watching videos of lectures and utilizing time in the classroom to master and understand the contents of the materials. The new learning environment is much more flexible, and it creates more opportunities for collaboration in the education process. This method has been said to help to create an active learning environment (Siegle, 2013) in line with the needs of the century’s education system which requires student-centred learning and the mastery of excellent thinking skills.

The flipped classroom approach has been said to improve students’ achievement, increase group communication and cooperation (Herreid & schiller, 2013). There are various group activities which can be implemented by the teachers in line with 21st century learning such as think-pair-share, round robin, role play, and problem-solving activities (Barkley, Cross & Major, 2005).
Based on the studies by Moore and Chung (2015), the implementation of FC provides many positive effects to students. There were positive responses given by the students involved in the study. One of them was that the video for learning gave an opportunity for students to study according to their own ability and they did not feel left out as they could playback any missing information via the video; as such, the students’ learning satisfaction was high. The in-class activities would be used to solve problems and to hold discussions (Siti Hajar & Zamzami, 2015). Additionally, learning based on the flipped classroom concept also saves students’ time as they would be actively learning and the activity to be implemented in the classroom would not take too much time as they could utilise classroom time to ask questions or to do group activities to master the learning content. Additionally, the flipped classroom approach would also improve students’ motivation (Abdullah & Mamat, 2018) and students would be more confident in class (Ogden, 2015). This would be probable as they would be ready much earlier through their learning at home (Kashada et al., 2017).

The student’s success and excellence start from a comfortable and decent teaching and learning environment. A learning environment which fulfills the requirements is a factor which drives the success and satisfaction of an individual or an organization. Students’ satisfaction would come out of the reaction towards an activity conducted during the learning. For a student, the satisfaction would be towards the quality of teaching and learning (T&L) which would be related to other elements like teacher competency and teaching techniques and methods delivered by the teacher. As such, to accept this challenge, the quality of planning and implementation of a lesson should be emphasized to guarantee the students’ learning satisfaction; this would indirectly improve the students’ achievement. This is not an impossible task as the improvement in the quality of educators is indeed achievable and could be realized as a component in upgrading the function of the educational institution and reinforcing the education system in Malaysia.

By starting a transformation in the education model like e-learning and blended learning (Herry Fitriyadi, 2013), this makes the teaching and learning more interesting compared to the conventional method. In line with this, the flipped classroom approach, which is becoming more popular, appears to provide a positive impact in the students’ learning process. This opens up an opportunity for the researcher to explore the effectiveness of the implementation in the history subject. As such, this study aimed to explore the effects of the Flipped Classroom method in the learning of history on students’ learning achievement and satisfaction. The research questions are stated below:

1. Is there a difference between the achievement mean scores from the students who followed the flipped classroom approach with the scores from the students who followed the traditional approach?
2. Is there a difference between the learning satisfaction mean scores from the students who followed the flipped classroom approach with the scores from the students who followed the traditional approach?

3. Methodology

A study of needs analysis was conducted to identify the problems of learning history at primary school. From the needs’ analysis, we discovered an initial description of the requirements of implementing a quasi-experimental study. An unstructured interview was utilized to acquire feedback regarding the satisfaction of learning history among Primary 5 students who were chosen randomly from 3 different primary schools. The following below are some items which were found after the interview session:

- Feeling bored while sitting in class
- No opportunity to study according to students’ own abilities
- Unsatisfied with the quality of learning time in the classroom
- Not having the chance to take part actively in the classroom activities
- Unable to understand the history content as they did not understand the story sequence
- Unable to give ideas during the discussion in the classroom due to fear of making mistakes.
- Teachers teaching using textbooks in front of students.

Based on the findings of the needs analysis, a quasi-experimental study for the learning of Primary 5 History was conducted under the topic ‘Kedaulatan Malaysia’ or ‘Malaysia’s sovereignty’. The study was conducted mainly to identify the extent of the FC approach in teaching and learning on students’ achievement, and the students’ satisfaction of FC compared to the learning of history using the conventional method. The study was conducted in a district with 15 primary schools. 5 of the 15 schools were grade A schools with more than 1000 students. To ensure that the study had a good outcome, the schools chosen should have features such as internet access, computer lab and also enough number of students with the same achievement level. The school chosen
should be based on the learning requirements stated in the study. There were 8 classes of Primary 5 students in the school.

In this study, two groups were chosen and each group had 40 students. The two groups had almost equal academic achievement based on the diagnostic test conducted previously. Class A was the control group in which the students studied history using the conventional method; this was the usual method whereby the students studied history face-to-face in the classroom and the teachers used the materials such as textbooks as well as the ICT for the teaching and learning process. Meanwhile, Class B was the treatment group, in which the student studied history using the Fc approach. The students in the treatment group used the Flipped Classroom approach in 3 phases: pre-lesson, during lesson and post-lesson.

The implementation period for the history lesson was 6 periods of teaching and learning for each topic stipulated. Two instruments were utilised. The first test on Malaysia’s sovereignty contained 30 objective questions for the pre-test and the post-test. The objective questions were prepared based on the distribution of the sub-topics which followed the Bloom’s Taxonomy level from the easiest to the highest. Although the questions in the pre-test and post-test were the same, the researcher ensured that the arrangement of the questions in the post-test was different from the one in the pre-test. The two sets of questions went through the content validity and face validity process to ensure that the quality of the questions was acceptable. After that, the repeated test was given to the primary 6 students to make sure that the question set had a high consistency.

To measure the learning satisfaction, a set of interview questions with 5 Likert scales was used. The Student Satisfaction Level Survey Questions were modified from the Student Instructional Rating System which had been developed by the University Of Memphis & Course Interaction, Structure & Support (CISS) (Johnson, Aragon & Shaik, 2000). The instrument was modified into 18 items according to context of the research. The items went through the face validity and content validity processes which all showed good reliability whereby the alpha coefficient value acquired was 0.8. As such, we can say that the instrument reliability was high.

The following are some of the items utilized in the learning satisfaction instrument.

<table>
<thead>
<tr>
<th>No</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I feel satisfied in learning history.</td>
</tr>
<tr>
<td>2</td>
<td>I feel satisfied when the teacher prepares many teaching aids.</td>
</tr>
<tr>
<td>3</td>
<td>I feel satisfied when I get a chance to ask the teacher while in the classroom.</td>
</tr>
<tr>
<td>4</td>
<td>I feel satisfied when I get a chance to ask the teacher outside the classroom hours.</td>
</tr>
<tr>
<td>5</td>
<td>I feel satisfied when I get a chance to be involved in the classroom discussion.</td>
</tr>
</tbody>
</table>

The Implementation of Teaching in the Control Group (Traditional Method) and the Treatment Group (the Flipped Classroom Approach)

The implementation of teaching and learning for the topic ‘Malaysia’s sovereignty’ was conducted in 6 sessions of face-to-face learning in the classroom for both the control group and treatment groups. The following were the teaching and learning activities for the control group (the traditional method) in each meeting.

- The learning of history occurred in the classroom.
- The learning was conducted according to the timetable stipulated by the school.
- The teaching aids were utilized by the teacher in teaching (including digital and non-digital).
- The teachers utilized the Virtual Learning Environment Frog (Frog VLE) as a teaching aid in the classroom.
- Group activities were conducted during the teaching and learning.
- The students completed their exercise in the worksheets as a reinforcement.
- The homework was given by the teacher after the learning period.
- The teacher would teach the topics planned in the daily lesson plan. Then the discussion with the students and teacher would be conducted 10 minutes before the lesson ended.
- The teaching aids would consist of the textbooks and the teaching slides.

The treatment group (the group which learned history using the FC approach) also went through the 6 sessions of treatment including the face-to-face meetings. The teacher prepared the daily lesson plan for the history subject using the FC approach involving the 3 phases: pre-lesson, during lesson and post-lesson. The following is diagram 1 which describes the teaching and learning process using the Flipped Classroom approach.
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Diagram 1. Flipped Classroom approach.

Starting in the pre-lesson phase, each activity would focus on the orientation of the lesson topic. This meant that the students would be exposed to the basic concepts of the topic to enable them to identify and describe the concepts. In this phase, the teacher prepared individual activities which could also be done in groups. In other words, the activities given by the teacher could also be done individually to enable the students to improve their self-efficacy level. Additionally, the student’s social interaction with other students and the teachers could be monitored. Basically, the activities conducted in this phase (either group or individual) would be based on online learning using various applications, software and information sharing platforms. However, the implementation would not only focus on online learning but also learning conducted outside the classroom or anywhere else.

i. The teacher provided the information to the students using the message board in the Virtual Learning Environment Frog (Frog VLE) platform regarding the assignment instructions, topic and subtopics, teaching aids, website links related to extra sources, dates for each topic.

ii. The students were asked to download the teaching materials for their preparation.

iii. The students learnt on their own about the lesson content by choosing any materials prepared (text, audio, video, website). This would be the preparation for the next meeting.

iv. There were two assignments uploaded by the teacher. The first assignment was related to the subtopic aligned with the learning session. The second assignment would be the group assignment for one big topic in the form of a scrap book and this would be presented after the end of the topic which was after 8 meetings.

v. The assignment given is at the level of knowledge and understanding.

vi. The students downloaded the assignments prepared by the teacher to be completed before the face-to-face meeting started. The completed assignments would be brought to school to be discussed in class.

vii. The students completed the assignments with the help of family members, friends and by referring to the teacher by e-mail.

viii. Every group activity or individual activity planned at this phase would be at the students’ knowledge or understanding level. The prepared activity would give an initial description of the topic to be learnt. These activities included reading notes, looking for extra information and completing the individual or group worksheets.

ix. The special project instructions for the preparation of scrap book would be given to the students before the first session of learning. This project would be evaluated after 6 weeks of learning history.

x. The students would interact with the teachers using the learning platform and the class group would utilize the WhatsApp application while learning at home.

The second phase would be the learning and face-to-face facilitating in class. The students’ learning level in the second phase had been stated at the application and analysis levels in line with the Bloom’s Taxonomy level. In this phase, the students would not have to finish a lot of time to know and understand each lesson content presented in class. This is because the knowledge and understanding level would be formed before the class started; as such, during the lesson, the lesson content to be learnt would be focused on the application and analysis levels only. Basically, this phase involves two parties: the teacher and students. Each learning and facilitating planned would utilise the student-focused learning strategy. Each activity in the second phase would involve activities with active learning features. These activities would indirectly provide some added values in
the smooth implementation of FC in learning history to attract the students’ involvement. The activities conducted involved the application and analysis levels. It is vital in the second phase to include teacher and student interaction. The activities were prepared to create two-way communication between the teacher and students in order to acquire feedback about each lesson content. Many activities could be conducted for this phase. Some of them included

*Hot Seat, 3 Stray 1 Stay, Think-Pair-Share* and various other activities.

During the lesson in the classroom, the teacher fully utilized the time in learning history with these activities:

i. The students conducted a debate activity.
ii. The assigned group assignment is high level thinking skills
iii. They conducted the JIGSAW *Hot Seat, 3 Stray 1 Stay, Think-Pair-Share* activities.
iv. They presented their findings.
v. They made their summaries and decisions.
vi. They discussed the answers to the assignments with their group members.
vii. The teacher summarized the lesson content if there was any confusion among the students.
viii. The teacher made the classroom assessment for each student activity.
ix. The teacher monitored the progress of the scrap book project during the learning and facilitating sessions.

This was done 5 minutes before the learning and facilitating ended. The group representative would present the progress of the scrap book. The teacher would know the development of students’ assignment including the division of tasks among the group members, the project’s progress, progress and challenges.

In the third phase which was the post-lesson phase, the learning activity occurred at home or outside the schooling period. Each activity given to the students would be in the form of designing, evaluating and reflecting. This meant that in the post-lesson phase, the students would have a chance to make assessment and reflection on each activity that they conducted after class based on the learning objectives stated by the teacher. Some of the activities were:

i. The students were given the enrichment task.
ii. The students completed the scrapbook project which had been assigned to them with their group members and they had to present on the stipulated date.
iii. They had to prepare a reference and knowledge sharing corner related to important information about the topic learnt.
iv. They shared extra notes and website links with their classmates related to the topic learnt for extra knowledge.

### 4. Findings and Discussion

This study found that there was significant difference in the learning scores using the FC (N= 30, mean= 59.80, s.p= 10.13, \( t= 11.39, d_{k}= 58, p< 0.05 \)) with the traditional learning (N= 30, mean= 36.07). This showed that the usage of the Flipped Classroom had a positive result on the students’ achievement in the history subject. This was due to many issues; one of them was the students’ existing knowledge. Via the FC approach in phase 1, each student had a chance to explore the teaching materials anytime he/she liked according to his/her learning style. In this way, the students could accumulate and build their existing knowledge of the lesson to be learnt before the class started. The first assignment given by the teacher in the pre-lesson phase provided a simulation of low order thinking skills in solving problems related to the topic to be learnt. The existing knowledge built during the pre-lesson phase gave a positive effect towards the students’ learning environment during the face-to-face learning. The students became more active and confident in all the activities implemented. The existing knowledge among the students of almost equal levels enabled the teacher to implement various active learning activities such as small group discussion, exhibitions, peer learning, *Jigsaw*, Gallery Walk, presentations and others. When the teacher played the role as the facilitator, the students had a lot of opportunities to discuss with the teacher regarding the activities which involved higher order thinking skills (HOTS). Additionally, in phase 3 of the FC model, the students were involved in the enrichment session; the particular project which they had to complete encouraged their collaborative involvement with their friends. The activities specifically organised by the teacher in or outside the classroom provided added value for the students to master the lesson content as well as the skills to solve the problems involving higher order thinking skills. The students also had a chance to evaluate their friends’ work and this indirectly improved their evaluation skills in their thinking. The findings acquired were in line with Yang’s study (2017) which stated that via the FC approach, students would get themselves involved in each learning activity in the classroom.
These findings were also in line with the findings from Grenfell (2015), which concluded that students’ involvement in mastering the lesson content improved with the existence of blended learning environment and technology integration in each learning activity based on the Fc approach.

The study also found that there was a significant difference in the satisfaction scores for the students who studied history using the FC approach compared to the satisfaction scores for the students who studies history using the traditional approach ($t=3.38$, $df=48$, $p < 0.05$). This indicated that the Flipped Classroom showed a positive effect on learning satisfaction. This also showed that the students who used the “Flipped Classroom” approach were more satisfied towards the learning of history compared to the students who learned history using the traditional approach. What happened in the FC learning environment which caused the students’ learning satisfaction to become higher? How did the Flipped Classroom approach manage to add value to the students’ satisfaction in learning history?

During the learning session using the FC approach, the quality of the lesson time improved and the time was used in an optimum way by the students. Based on the findings of the study, FC had increased the students’ satisfaction of learning history due to these reasons:

**Teaching Materials**

The students felt happy that they could choose various teaching materials from the ones provided by the teacher before the learning started; this gave them the chance to study anytime and anywhere. They were happy as they could look for information freely from the internet and they could be creative to complete their task. This kind of environment lessened the boredom for the students as they would not be stuck to the same textbooks. The teaching materials in various formats could fulfill the students’ needs of different learning styles. This gave enough learning opportunities to the verbal and visual learners. Some students faced problems in digesting the facts taught by the teacher in a short time either in class or due to a lack of existing knowledge required to understand what was being delivered (Goodwin & Miller, 2013).

**The Learning Culture**

At home, students could look for information based on the learning content given by the teacher. While they were in class, the students could be involved actively to explore the topics to be studied in depth. This could provide them with many opportunities to study. In this way, there was active involvement from the students in building their knowledge. The students’ existing knowledge before they entered the classroom made them more confident to be actively involved in small group as well as big groups.

**Organised Learning Content**

The students felt interested in learning as they were involved with many fun learning activities in the pre-lesson, during lesson and post-lesson phases. The interesting and variable learning activities which either involved the usage of communication technology, internet, videos or the active learning activities implemented during the research period. This made the students less bored during the learning of history. This was in line with Zamzani’s study (2016) which stated that the “Flipped Classroom” approach had changed the learning culture of students and teachers and the students could focus their time on interesting activities and this contributed towards better understanding.

**Flexible Learning Environment**

The flipped classroom provided various learning modes in which the teachers could organise time and space according to the requirement and suitability of the learning unit which would be continued in the face-to-face session in the classroom later. The time and space provided by the teacher were flexible as the students could choose to study history anywhere and anytime that they like. If the students did not understand any topic in the learning of history, they could repeat the learning video provided by the teacher anytime that they liked in a flexible manner. This made the students more responsible for their learning. If they still could not understand the topic or the learning content, they could continue the discussion or question and answer session outside the classroom via the learning management system platform. This would enable the students to catch up with their lessons even though they might have been absent for whatever reasons. The lesson had been postponed to another time using the Flipped Classroom approach to give a chance for students to master the pre-knowledge.
needed to continue to the next learning session and also to reinforce the students’ understanding of a new topic via the learning activities and online learning (Du, Fu & Wang, 2014).

**Professional Teachers**

Teachers could allocate enough time to help students in the classroom to solve each learning problem which involved higher order thinking skills. When the teachers provided the online exercises before the lesson started, they could assess the students’ level of initial mastery. As such, the teachers could focus on certain aspects in teaching and learning such as misconceptions in certain topics. Students enjoyed the teachers’ way of teaching as more time would be given for interactions and not just on lectures throughout the face-to-face interaction the teachers could also provide instant responses to the students.

**Learning Time Quality**

The students equipped themselves with knowledge and facts before they entered the classroom. As such, it was easy for the teacher to manage the students’ existing knowledge. When the students came to class with the existing knowledge, the teacher only had to describe, explain and organize the activity. The flipped classroom approach gave the opportunity for students and teachers to have two-way communication more frequently. The communication could be shared with teachers and other classmates. The students had a chance to interact about their learning not only in the classroom but also before and after the lesson in a longer period of time. The flipped classroom approach provided more flexible and wider opportunities to enable students to explore and involve themselves actively in their learning especially in enabling them to utilise their existing knowledge.

**Freedom to Study**

The students did not have to depend on teachers for their notes. They were responsible for their own learning. They became familiar with the act of looking for resources and understanding on their own and they could complete themselves with knowledge and facts before coming into class. In this way, they could practice self-study skills. The students would make a reflection about their learning and arrange a list of questions about what they found confusing. They had a chance to upgrade their ICT skills and help their classmates in computer-based media. They also had a chance to be involved actively in the stipulated group activity and in turn they could become creative in completing the assignments given by the teacher.

**The Study Implications**

The findings indicated that planning a lesson before it starts is a wise decision which should be taken by every lecturer so that the teaching quality becomes more efficient and effective; the lesson should also not deviate from the topic required by the syllabus. The effectiveness of the teaching depends on the various ways the teaching content is introduced. The lesson should also cover the teacher’s presentation, discussion and question and answer session. This clearly shows that the flipped classroom approach is very much suitable to be implemented in the teaching of history in primary schools. This study, which was implemented using the quasi-experimental method on the intervention group, also showed a positive effect in terms of the students’ academic achievement and their satisfaction in learning history. The students became more active via the flipped classroom approach. Their cognitive development occurred in a socio-cultural environment which influenced their attitude and thinking. The students could achieve higher understanding via individual and group tasks. The teachers should plan each learning phase (pre-class, during class and post-class) in detail and systematically not only to improve students’ achievement but also to ensure that learning achievement could be achieved. Each lesson and long period of learning should be broken into a few small activity components so that the learning objective for each minor topic could be achieved before they move on to the next unit. This is to ensure that the learning of history becomes more effective and students have adequate learning time. This approach is especially useful in helping students who are weak in mastering the lesson content, those who are learning on their own or those who are learning in groups before and after the teaching and learning session. The pre-class, during class and post-class learning do not only involve reading or video watching; it also involves students who are active in the aspects of communication, collaboration, critical thinking and problem-solving. The learning and facilitating using the Flipped Classroom strategy does not only increase students’ achievement but also provides satisfaction for the students in learning history, a high confidence for the, to participate in discussion activities in the classroom and also to increase the students’ understanding of the concept of historical sequence of events. The students who are not present at school could also get a chance to study actively using the VLE frog platform which is utilized by their teachers by doing activities such as answering quizzes, active forum online discussion, problem-solving and completing their homework. This clearly shows that the flipped classroom approach is
based on the active learning concept. Therefore, the flipped classroom approach should be exposed in a practical manner to the primary school teachers. This strategy should also be applied to other subjects at school so that its effectiveness could be made beneficial for all subjects in primary and secondary school in line with the requirements of 21st-century learning.

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