

## Flipped Classrooms and their Implementation in Malaysian Institutes of Higher Learning

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### Abstract

This paper examines the implementation of the flipped classroom approach in Malaysian higher education, with a specific focus on the challenges surrounding this teaching style. The flipped classroom approach has become widely popular in the field of education, especially in higher education institutions. This strategy seeks to augment student involvement, promote faculty-student relationships, and ultimately elevate the educational experience. Widely recognized as a revolutionary approach in higher education, flipped classrooms involve delivering instructional information outside of the classroom, enabling in-class time to focus on active learning and problem-solving. This review study uses a content analysis methodology to examine previous research on flipped classrooms at Malaysian higher education institutions. These research's publication dates range from 2014 to 2023. The initial examination indicates that the study of flipped classrooms in Malaysia is still in its early stages, and longitudinal studies are necessary to comprehensively understand the long-term consequences of this teaching method. In addition, the absence of a full synthesis of empirical results hinders stakeholders from obtaining a precise understanding of the advantages and difficulties associated with the adoption of the flipped classroom approach.

**Keywords:** Active Learning, Flipped Classroom, Higher Education, In-class Engagement, Problem-Solving.

### Introduction

The flipped classroom approach has become widely popular in the field of education, especially in higher education institutions. This strategy seeks to augment student involvement, promote faculty-student interactions, and ultimately elevate the educational experience (Fong & Hoon, 2020; Zainuddin & Attaran, 2016; Leng, Razak & Sze, 2017). In higher education, a pedagogical approach known as flipped classrooms involves delivering instructional content outside of the classroom, allowing in-class time to focus on active learning and problem-solving. Scholars widely recognize this strategy as transformative (Nadarajan et al., 2023; Zainuddin & Attaran, 2016; Tan, Zakuan & Aziz, 2022; Leng, Razak & Sze, 2017; Rahman, Yunus & Hashim, 2019a).

Flipped classes have gained increasing attention in Malaysia. The nation has extensively adopted online learning as a method to increase accessibility and improve the dynamics of teaching and learning. The flipped classroom approach is well-suited to this technological advancement. The Ministry of Higher Education's strategic project, the Malaysia Education Blueprint, recognizes the integration of technology-enabled learning as a crucial operational change that facilitates the implementation of flipped classrooms.

Prior studies on the adoption of flipped classes in Malaysian higher education institutions depict a favorable outlook. An extensive analysis of flipped classroom research in Malaysia reveals the successful application of this method across various subject areas and educational stages, resulting in long-term benefits. Researchers and educators have documented various positive results, such as higher student involvement, improved interactions between educators and students, and better academic achievements, especially among students with lower performance levels (Leng, Razak & Sze, 2017).

Nevertheless, the current state of research on flipped classrooms in the Malaysian setting is still in its early stages, and it is necessary to conduct longitudinal studies in order to gain a comprehensive understanding of the long-term consequences of this teaching method. Furthermore, the absence of a full synthesis of empirical results hinders stakeholders from obtaining a precise understanding of the advantages and difficulties associated with the implementation of flipped classrooms. Given the above, the objective of this review paper is to chronicle the experiences of implementing the flipped classroom approach at higher education institutions in Malaysia. Additionally, after about a decade of its implementation, this review aims to analyze the lessons learned and identify necessary steps to follow.

The introduction of this review paper sets the stage for a review of relevant literature and an examination of previous research studies. Subsequently, this paper elucidates the approach employed, followed by the presentation of the findings. Following that, the study addresses challenges and provides recommendations. Finally, it concludes with implications and future directions.

### **Selected Literature**

The flipped classroom model is a promising technique in higher education that replaces traditional lecture-based training with a more active and student-centered learning environment (Zainuddin & Attaran, 2016). Malaysia has examined the use of flipped classroom tactics, actively advocating for the adoption of technology-enhanced teaching and learning approaches. A few recent studies have investigated the application of flipped classroom approaches in Malaysia. One study revealed that students typically regarded the flipped classroom as a successful and captivating learning method, especially for students with lower academic performance. However, a separate case study carried out in a Malaysian polytechnic yielded opposing findings, indicating that the effective adoption of the flipped classroom approach necessitates a thoughtful examination of local circumstances and student inclinations (Fong & Hoon, 2020).

The FLIPPED model's conceptual framework, which is based on the four pillars of the F-L-I-P™ method, has been recognized as a potential basis for future research and implementation of

the flipped classroom in higher education (Chen et al., 2014). This model highlights the significance of integrating pedagogical principles, such as active learning and student participation, into the design of the flipped classroom. There are not many studies that have looked at the long-term effects of using the flipped classroom approach in Malaysia. However, the evidence that is available suggests that this approach has the potential to improve student learning outcomes and engagement. To achieve these benefits, it is critical to implement the flipped classroom approach, with a focus on the context's specific needs and strategies that prioritize the students' needs.

### **Models of Flipped Classrooms**

Researchers have conducted extensive studies on the adoption and effectiveness of flipped classroom methods, both globally and within Malaysia. For example, in their study, Osman et al. (2014) adapted Chen et al. FLIPPED model (Chen et al., 2014) for Malaysian polytechnic students. However, the outcomes of this case study differed from earlier research findings. Notwithstanding this, the authors noted that Malaysian educational levels and disciplines can implement the flipped classroom as a versatile pedagogical strategy, highlighting its well-rounded nature. The FLIPPED paradigm incorporates three more components, namely personalization, engagement, and demonstration, into the fundamental F-L-I-P™ architecture. This enhanced model emphasizes the importance of customizing the flipped classroom experience to meet the specific needs of each student, promoting active participation, and providing opportunities for students to showcase their comprehension (Chen et al., 2014; Fong & Hoon, 2020).

On the other hand, the Holistic Flipped Classroom model, formulated by Jamaludin and Osman (2014) in their study, adopts a more all-encompassing approach. This paradigm combines the flipped learning methodology with the SQ3R (Survey, Question, Read, Recite, Review) framework to improve reading comprehension, specifically in the context of teaching Chinese language. The application and assessment of these models in Malaysian classrooms have yielded varied outcomes, with some studies documenting positive results in terms of student involvement, attendance, and academic achievement, while others have faced difficulties pertaining to student drive and the overall efficacy of the flipped approach.

Researchers have emphasized the enduring existence of online learning in Malaysia, which has facilitated the acceptance of flipped classroom models that utilize digital technologies (Chen et al., 2014). The Malaysian Ministry of Higher Education has strengthened this pattern by integrating the flipped classroom approach into its comprehensive Education Blueprint, which delineates 11 strategic changes aimed at revolutionizing the country's education system. Despite the extensive documentation of the flipped classroom's advantages, ensuring the successful implementation of this model requires meticulous instructional design. The FLIPPED model, which expands on the original F-L-I-P™ framework, offers a more thorough basis for educators and practitioners to create and assess flipped learning initiatives in higher education settings (Chen et al., 2014). The study concluded that the extended model is efficacious, resulting in enhanced student satisfaction, attendance, and study attempts. However, it also emphasized the significance of considering student motivation and engagement levels.

### **Summary of the Review**

In order to gain a more comprehensive understanding of how flipped classrooms are being implemented in Malaysian higher education institutions, this sub-section will summarize the current corpus of research on the subject. A literature search was performed, resulting in a compilation of 13 papers on flipped classroom practices in Malaysia that were evaluated, analyzed, and classified according to their primary components, and some of these have been analyzed earlier. The review findings provide useful insights into the trajectory of flipped classroom research in Malaysia and emphasize the potential advantages and disadvantages of using this strategy.

The literature review indicates that flipped classroom methods can enhance student involvement and promote learning outcomes, particularly for students with low academic performance (Rahman, Yunus & Hashim, 2019b; Zainuddin & Attaran, 2016). Researchers have documented a rise in in-class engagement, greater chances for hands-on learning, and an enhanced sense of accountability among students. Furthermore, studies have shown that integrating technology into the flipped classroom approach improves access to instructional materials and fosters a more personalized learning experience (Anusia & Kumar, 2023).

Nevertheless, the adoption of flipped classrooms is not without its difficulties. Potential obstacles to the successful implementation of this technique include the requirement for technology resources, instructor preparedness, and student receptiveness. Additionally, there are concerns about a heavier workload for students and teachers and the need for well-designed education to integrate in-class and out-of-class tasks.

### **Methodology**

This review paper utilized content analysis to examine previous studies on the implementation of the flipped classroom models in Malaysian higher education institutions. Research papers that specifically address the application and difficulties of flipped classroom models in the educational setting of Malaysia were chosen from the period of 2014 to 2023. The review utilized several scholarly sources, including peer-reviewed journal articles, conference proceedings, and government papers, to comprehensively examine the current situation and important factors to consider while implementing the flipped classroom approach in Malaysia. The sources included in this study were selected based on their pertinence to the research objective and thoroughness of analysis (Rahman, Yunus & Hashim, 2019a).

The literature review analyzed the theoretical foundations and frameworks that support the flipped classroom model, as well as empirical research that has explored the practical implementation and efficacy of this teaching technique in Malaysian classrooms. This review paper seeks to provide a comprehensive overview of the current status of the flipped classroom model in Malaysia, including the challenges faced and potential strategies for successful implementation in the country's educational system. This will be achieved by synthesizing information from various sources. Citations are used in accordance with specific criteria, integrating sources into the text to offer supporting evidence and context while avoiding excessive repetition or direct plagiarism.

**Findings**

The current body of literature on the deployment of flipped classrooms in Malaysian higher education institutions provides useful insights into the possible advantages and difficulties of this technique. Several studies have emphasized the beneficial influence of flipped classes on student engagement and academic achievements. Providing students with the chance to interact with course material outside of the classroom, as well as the enhanced interaction between instructors and students during class, has been proven to create a more vibrant and cooperative learning atmosphere.

Multiple studies (Rahman, Yunus & Hashim, 2019b; Chen et al., 2014) have documented that participating in flipped classroom experiences enhances students' enjoyment, motivation, and critical thinking skills. Furthermore, research has indicated that the flipped classroom approach might result in enhanced academic achievement, as students are more proficient in utilizing and integrating the knowledge they have acquired from the pre-class assignments. However, the research also highlights other significant obstacles to the adoption of flipped classrooms in Malaysia. Addressing the availability of essential technology resources and infrastructure, as well as ensuring the readiness and support of both teachers and students, are crucial elements that need to be considered.

Educators may face opposition when attempting to adopt new teaching methodologies, and extensive training and assistance may be required in order to proficiently create and execute flipped classroom experiences. Likewise, certain students may have difficulty adapting to the heightened level of accountability and independent learning demanded by this approach, necessitating the use of tactics to promote involvement and overcome potential challenges.

**Challenges and Recommendations**

To ensure the long-term success of implementing flipped classrooms in Malaysian higher education institutions, it is critical to solve three important challenges. One major challenge to implementing flipped classrooms is the requirement for consistent access to digital tools and platforms, which necessitates the availability of technology resources and infrastructure. Institutions should allocate money to invest in the requisite technology and ensure that both students and educators have sufficient training and equipment to effectively utilize these resources (Rahman, Yunus & Hashim, 2019a).

The preparedness and level of support from educators is another challenge that requires attention. Adopting a flipped classroom model necessitates a substantial change in teaching methods and a readiness to accept novel educational approaches. To tackle this difficulty, it is crucial to have comprehensive faculty development programs that encompass training in instructional design and the seamless integration of in-class and out-of-class activities. Moreover, the success of flipped classes is heavily dependent on students' acceptance and active participation. Certain students may exhibit resistance to the heightened level of responsibility and self-directed learning demanded by this approach. As a result, educational institutions must take proactive steps to address these concerns by providing transparent communication, guidance, and a conducive environment for collaborative learning.

To overcome these challenges and ensure the successful implementation of flipped classrooms, this review suggests the following recommendations (see Zainuddin & Attaran, 2016; Leng, Razak & Sze, 2017; Tan, Zakuan & Aziz, 2022).

- To offer a strong and reliable technological framework and resources to facilitate the incorporation of digital tools and platforms;
- To create extensive faculty development programs to provide educators with the essential expertise and understanding required to create and execute successful flipped classroom experiences;
- To employ tactics to cultivate student commitment and active participation, such as establishing explicit instructions, providing tailored assistance, and fostering a cooperative educational atmosphere;
- To perform longitudinal research to evaluate the enduring effects of flipped classrooms and utilize the results to enhance and optimize the implementation of this strategy in Malaysian higher education institutions; and
- To facilitate effective communication and collaboration among educators, administrators, students, and institutional stakeholders to establish a common understanding and dedication to the flipped classroom approach.

By tackling these challenges and implementing the suggested recommendations, Malaysian higher education institutions can facilitate an effective and enduring implementation of flipped classrooms. This will ultimately improve teaching and learning methods, better equipping students for the demands of the 21<sup>st</sup> century job market and the upcoming fifth industrial revolution.

### **Implications and Future Directions**

The literature review on the flipped classroom in the Malaysian context highlights both the potential benefits of this method and the challenges to overcome for its successful implementation. The results indicate that a meticulously planned and well-implemented flipped classroom approach can result in increased student involvement, enhanced academic achievements, and a more interactive teaching and learning atmosphere.

When it comes to advancing the adoption of flipped classrooms in Malaysian higher education institutions, a number of critical factors arise. There is a need for more elaborate explanations of the flipped classroom method, which should include specific activities that take place in and outside of the classroom. This will help to ensure a thorough comprehension of this teaching style (Anusia & Kumar, 2023; Rahman, Yunus & Hashim 2019b; Rahman, Yunus & Hashim, 2019a; Zainuddin & Perera, 2019). Furthermore, it is imperative to conduct longitudinal studies in order to evaluate the enduring effects of flipped classrooms, given that the current body of research has predominantly concentrated on immediate results.

At the same time, the review emphasizes the significance of faculty development and training programs in order to ensure that educators possess the essential skills and knowledge required to proficiently create and execute flipped classroom experiences. For the successful implementation of this method, it is essential to have institutional support, which includes the availability of technology resources and infrastructure. Students' participation and buy-in are critical determinants of flipped classroom success. According to researchers, taking

proactive measures to address student concerns, giving clear instructions, and promoting a cooperative learning atmosphere can help overcome resistance and provide a favorable student experience (Zainuddin & Perera, 2019).

Overall, the analysis of existing literature on the application of the flipped classroom model in Malaysian higher education institutions indicates that this approach has tremendous potential to improve teaching and learning methods. Nonetheless, it is imperative to make a focused and determined attempt to tackle the identified challenges and guarantee the triumphant and enduring implementation of flipped classrooms in Malaysia's higher education system (Chen et al., 2014). To effectively maximize the benefits of flipped classroom in Malaysia, a comprehensive and diverse approach is required. This encompasses meticulous instructional design, continuous staff development, and a thorough comprehension of student learning preferences and challenges (Mahmud, Mat Raus & Karoman, 2023; Rahman, Yunus & Hashim, 2019b; Rahman, Yunus & Hashim, 2019a). By utilizing insights gained from local and worldwide case studies and continuously improving the strategies for implementation, Malaysian educators may harness the full capabilities of the flipped classroom models and bring about beneficial changes in the country's education system.

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