

The Application of Flipped Class Teaching Method in Nihongo II Course to Support the Outcome Based Education

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Abstract

The industrial revolution 4.0, brought rapid progress in technological development. In line with this, the use of technology in teaching and learning process is unavoidable. To answer this, flipped class, which is one method in applying blended learning (Capone et al, 2017), can be an alternate. This study discusses about the application of flipped class methods in Nihongo II courses, as one method to support the Outcome Based Education programs. Nihongo II course held at the Japanese Literature Department, Bina Nusantara University, is a Japanese grammar course for second semester students. Flipped class method is applied in meetings 14 to 26, while in meetings 1 to 13 using lecturing method as usual. These two methods are used with the aim of seeing the advantages and disadvantages of the flipped class method if applied in Nihongo II course. After applying this method, it appears that students become more active in learning and can use Japanese grammar that learned before, to do activities that relevant in daily life.

Keywords: Flipped class method, Nihongo II Course, Outcome Based Education

Introduction

Along with the emergence of the industrial revolution 4.0, technological developments are increasingly advanced. Technology penetrates all aspects of people's lives, including education. Students who are generation Z are one who fluent in technology. So learning by using technology is increasingly common.

On the other hand, there is renewal in national accreditation at the level of the study program in Indonesia. According to BAN-PT no. 4/2017 regulation, regarding the policy of preparing accreditation instruments, one of the rules used in developing assessment and accreditation instruments is an outcome based accreditation system². Outcome based accreditation at Study Program Accreditation (APS) focused on the achievement of graduate learning outcomes, at University Accreditation (APT) focused on the achievement of the university's vision, mission and goals¹. This outcome based accreditation is also similar to the assessment carried out by the AUN-QA accreditation stating that the 3rd version of the AUN-QA model for programme level starts with stakeholders needs. These needs are formulated into the expected learning outcomes which drive the programme¹. In connection with that, learning with refer to Outcome Based Education is important. Outcome-Based Education is a comprehensive approach to organizing and operating an education system that is focused on and defined by the successful demonstrations of learning sought from each student¹². OBE refers to the target outcome of a learning, OBE embodies the idea that the best way to learn is to first determine what needs to be achieved. Once the end goal (product or outcome) has been determined the strategies, processes, techniques, and other ways can be put into place to achieve the goal. So, in OBE, outcomes are clear learning results that learners have to demonstrate at the end significant learning experiences: what learners can actually do with what they know and have learned⁷. Outcomes Based Concept is divided into 3 levels: lecture level, study program level & university level⁸. The broadest level is at the university level, so when the University has implemented OBE, graduates can be absorbed in the world of work and can contribute to the country. The middle level is at study program, where graduates from the study program are expected to be able to have knowledge that has been designed by the study program so that graduates will be ready to develop themselves at a further level after graduation. The smallest level is at the lecturer level, which means when students complete certain subjects, they will be able to achieve the

expected targets of the course & can apply their knowledge to solve real problems. At this level, the learning target can be broken down into smaller ones, which is the target of each meeting, so this target will support the achievement of learning targets in one course. Because the smallest unit of OBE achievement is at the level of the course, faculty members play a vital role on the success of learning process, while curriculum is just a supporting tool⁴. Because lecturers who play the role of delivering courses to students are the spearhead of this process.

OBE emphasizes the achievements that must be achieved by students when completing a lesson. So that one element of the assessment is what students can make or do at the end of the learning session to apply the knowledge they have learned during the learning process. When we viewed from this side, the efficiency of learning time becomes very important. Related to the time efficiency, one of the learning methods that can be applied is the Flipped Class method. The basic concept of Flipped Class is pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter⁶. According to Bishop and Verleger (2013) as cited in Ozdamli, F. & Asiksoy, G. (2016: 99), Flipped Classroom is a student-centered learning method consisting of two parts with interactive learning activities during lesson and individual teaching bases directly on computer out of lesson¹¹. Flipped Class is where lectures precede student activities: students are instead given homework as preparation for class, and classroom time is then spent on active learning under the guidance of the teacher¹⁰. On Flipped Class, instead of students listening to a lecture on, say, genetics in class and then going home to work on a set of assigned problems, they read material and view videos on genetics before coming to class and then engage in class in active learning using case studies, labs, games, simulations, or experiments⁹. From some of the definitions above, Flipped Classroom method can be expressed as “what is done at school done at home, homework done at home completed in class”³. From some concepts about the Flipped Class that mentioned above, in the Flipped Class the learning process was divided into 2, learning outside and inside the class. Before going to the classroom, students are required to prepare themselves for what will be learned in class, by doing independent learning outside the classroom. In Flipped Class, the materials for self-study outside the class are using various video tutorials⁹, but according to Mull, 2012 as cited in Ozdamli, F. & Asiksoy, G. (2016), besides video, materials can also be in the form of listening podcasts and reading articles¹¹.

Since first time introduced in 2007 by Jon Bergmann & Aaron Sams, until now there was a lot of research on Flipped Class and its development. Like what is done by Capone, et.all (2017), which combines the application of Flipped Class with blended learning methods and cooperative learning. Blended learning is an educational strategy which combines the traditional classroom with on-line activities and finds its best application in the Flipped Classroom where the responsibility for the teaching process is somehow transferred to that of the students who have direct access to the contents of the lesson before going to school⁵. Besides that, the cooperative learning finds a good application in the Flipped Classroom. Students first study different topics by themselves using video lessons and then apply the knowledge by doing practical work in class in a cooperative way⁵. Cooperative Learning is a learning mode whereby students work together in small groups to achieve common goals, trying to improve their learning by helping each other, and making this method differ from individualistic and competitive learning⁵. The combination of the Flipped Class method with blended learning is interesting because the main objectives to be reached in a blended learning could consist of teaching students to make the most out of the new communication networks and out of the increasing availability of educational resources. Besides, this methodology enhances students’ interest and provides them with learning autonomy; it enables students to learn at their own pace⁵. And with the use of technology in the Flipped Class method, it will be more in line with learning in the industrial revolution era 4.0, where previous learning methods have been less effective in this period⁵.

There are many previous studies reviewed the advantages and disadvantages of the Flipped Class method. One of them is by applying the Flipped Class method, the students will be more active in learning than using lecturing methods. A study by Freeman et al. (2014) as cited in Karlsson & Janson

(2016:127) shows that the improvements gained from active learning, in which students engage actively in the learning process throughout a course, are substantial. In addition to strengthening relations among by using this method, an active classroom atmosphere will occur, and the relationship between students and lecturers will also be stronger¹⁰. Bergmann & Wadell (2012) as cited in Ozdamli, F. & Asiksoy, G. (2016:103) said that by means of lecture videos the teacher uses the time for the interaction between teacher and student rather than for teaching. students can find opportunity to discuss with their teachers which is not a possible situation in traditional approach¹¹. Fulton (2012) as cited in Herreid and Schiller (2013:62), listed the following among the advantages of the Flipped Classroom: (1) students move at their own pace; (2) doing “homework” in class gives teachers better insight into student difficulties and learning styles; (3) teachers can more easily customize and update the curriculum and provide it to students 24/7; (4) classroom time can be used more effectively and creatively; (5) teachers using the method report seeing increased levels of student achievement, interest, and engagement; (6) learning theory supports the new approaches; and (7) the use of technology is flexible and appropriate for “21st century learning.” (8) there is more time to spend with students on authentic research; (9) students get more time working with scientific equipment that is only available in the classroom; (10) students who miss class for debate/sports/etc. can watch the lectures while on the road; (11) the method “promotes thinking inside and outside of the classroom”; (12) students are more actively involved in the learning process; and (13) they also really like it⁹. Besides these advantages, the following are the disadvantage of the Flipped Class method: (1) Students new to the method may be initially resistant because it requires that they do work at home. Consequently, they may come unprepared to class to participate in the active learning phase of the course. (2) The homework (readings, videos) must be carefully tailored for the students in order to prepare them for the in-class activities⁹. Kordyban and Kinash, (2013) as cited in Ozdamli, F. & Asiksoy, G. (2016:103) add that attracted attention to the point as a difficulty that how teachers are certain of that the students do their responsibilities out of class¹¹. Lafee (2013) as cited in Ozdamli, F. & Asiksoy, G. (2016:103) said that the biggest disadvantage for teachers is not preparing or broadcasting lecture videos but preparing within class activities and integrating them to Flipped Classroom approach. In contrast to what is known, this method increases the duty of teachers instead of relieving¹¹.

From the various explanations above regarding the Flipped Class method, in this study the authors relate the relationship between Flipped Class learning methods in order to support the achievement of Outcome Based Education programs that have been promoted by the Indonesian government since 2017. By applying a Flipped Class method in teaching and learning process, it will create efficient learning time, because the time spent in the class to explain the material will be reduced considerably. Because the delivery of main material has occurred in the independent learning process outside the classroom using video, reading comprehension, etc, the face to face time available in class can be used to do various activities that support students to achieve learning targets.

Methodology

This research was conducted at the Nihongo II course in Japanese Literature, Bina Nusantara University. The Nihongo course is one of the Japanese language skills courses that specifically discusses Japanese grammar. The author chose to do research in this course because the teaching method that usually use in Nihongo course is lecturing method, so lecturers use much time to explain the material in the class. There are 17 students take this course, all meetings take place 26 times, 100 minutes each, 2 meetings in a week. For more details, the following table is the flow of Nihongo II lecture:

Table 1: The Flow of Nihongo II Lecture

Meeting	Learning method	Grammar	Teaching Method
1	Face to face in class	～て形、～てください、～ましょうか、～ ています	Lecturing
2			

Meeting	Learning method	Grammar	Teaching Method
3	Face to face in class	～てもいいですか、～てはいけません、～ています	Lecturing
4			
5	Face to face in class	～て～て、～てから	Lecturing
6			
7	Face to face in class	～ない形、～ないでください、～なければなりません、～なくてもいいです	Lecturing
8			
9	Face to face in class	辞書形、～ができます、～ことです、～前に	Lecturing
10			
11	Face to face in class	～た形、～たことがあります、～たり～たり、～なりました	Lecturing
12			
13	Face to face in class	第 14 課～第 19 課の復習	Lecturing
14			
15	Face to face in class	普通形	Flipped Class
16			
17	GSLC (Guided Self Learning Course)	～と思います、～と言いました、～でしょう	Online Learning
18			
19	Face to face in class	名詞修飾	Flipped Class
20			
21	GSLC (Guided Self Learning Course)	～とき、～と	Flipped Class
22			
23	Face to face in class	～くれました、～もらいました、～あげました	Flipped Class
24			
25	Face to face in class	～たら、～ても	Flipped Class
26			

In the table above, can be seen that the application of Flipped Class method in Nihongo II course was not conducted in all meetings. The author conducted lecturing methods at meetings 1-14 (before midterm test). Flipped Class method was conducted at meetings 15-26, after midterm test. The purpose of divide into 2 methods is that students who are not accustomed to active learning methods, can adjust slowly and to compare student acceptance between the application of Flipped Class method and lecturing method. To compare student acceptance of these 2 methods, the author will see at the results of the midterm test & final test, and see the results of questionnaire distributed to students at the end of the semester. At the meeting 17,18,21,22 learning was conducted with GSLC (Guided Self Learning Course), this is because the learning system at Bina Nusantara University require that each subject have at least 2 sessions (per 4 credit) conducted in GSLC or no face-to-face meetings in class. When GSLC, learning process is done using online discussion forum platform such as Whatsapp and Binusmaya (Binus University online learning management system).

As mention before about the concept of Flipped Class method, that before student study in class, they have to self-study at home through some material directed by lecturers, so the author gave assignments to students to watch video tutorial that discuss about Japanese grammar. To do communication outside the classroom between the author and the student, the author made Whatsapp

group during this lecture. This group used to send video tutorial links / reading material for their self-study outside class, and this group is also used for online discussion between the author & student. Self-study videos are taken from Youtube channel, such as “Masa Sensei”’s channel on https://www.youtube.com/channel/UC3ZrSg_QdMexvDREPuiCXqA, “NihonGoal”’s channel on <https://www.youtube.com/channel/UCFYP-J-uflugmUMnyQ8tDIg>, and some videos and reading comprehension from “Erin ga Chousen Nihongo Dekimasu” website on <https://www.erin.ne.jp/en/>. OBE emphasized that the learning outcome must be achieved by the end of learning. In this Nihongo II course, there are 3 learning outcome (LO) that have been set from Japanese Department curriculum. The following is the learning outcome (LO) of the Nihongo II course:

Table 2: Learning Outcome of Nihongo II Course

No	Learning Outcome
1	Reproduce basic Japanese grammars and expressions from the textbook orally as well as in forms of writing.
2	Give examples of basic Japanese grammar and expressions.
3	Use basic Japanese grammars and expressions learnt not only from one particular chapter of the textbook, but also by combining with other chapter to express their minds in longer sentences.

Referring to Learning Outcomes mentioned above, the authors set learning targets at each meeting to support the achievement of the three Learning Outcomes. The following are the targets/output per meeting in the Nihongo II course along with class activity list to achieve the final learning target:

Table 3: Target / Output per Meeting in Nihongo II Course

Meeting	Grammar	Class Activity	Examples	Output
15&16	普通形	Video content discussion		Write e-diary with nonformal sentences
		See example sentences in books, change them to formal / nonformal forms & discuss about it	サントスさんはパーティーに 来な かった。☞サントスさんはパーティーに 来 ませんでした。	
		Read examples of diaries written in nonformal forms & discuss about it	今日はいい天気 だ った。	
		Change the diary from formal to nonformal forms & discuss about it	朝は久しぶりに朝ご飯を 食 べました。☞朝は久しぶりに朝ご飯 食 べた。	
		Write e-diary with nonformal forms and post to forum discussion		
17&18	～と思います、	Class conducted in GSLC or no face-to-face meetings in class.		Express opinion about Japan & make

Meeting	Grammar	Class Activity	Examples	Output
	～と言いま した、 ～でしょう	Student do self-study outside the class, discuss on Whatsapp group & post assignment in to Binusmaya discussion forum		conversation design
		Express opinion about Japan	ジャカルタにある、日本のレストランは <u>どう思いますか</u> 。どうしてですか？ <input type="checkbox"/> 食べ物は普通だ <u>と思います</u> 。そして <u>ちょっと高いと思</u> います。	
		Make conversation design about what teacher says when not attending class.	先生も「来週 第21課のクイズがありますから、練習してください」と言いました。	
19&20	名詞修飾	Video content discussion		Introduce friends & lecturers using photos
		Review content that has similar grammar in chapter 8, by compliment friends in group.	髪の毛が <u>長くて</u> 、きれいですね。	
		See old photos & mention the characteristics of their friends with similar grammar learned in chapter 16	モモさんは <u>髪が長い</u> 人です。	
		While looking at old photos, student practice chapter 22 sentence patterns by matching verbs & discuss about it	これは WASABI 交流会に (<u>撮った</u>) 写真です。	
		Practice grammar pattern in chapter 22 by arranging random words into correct sentence pattern	です-これ-の-本-私-は-が-買った。 <input type="checkbox"/> これは私が買った本です。	
		Practice introducing friends & lecturers using photos	AJI 先生は青いシャツを着ている人です	
		Guessing their friends from old photos	モモさんはその赤いドレスを着ている、髪が長い子ですか。	

Meeting	Grammar	Class Activity	Examples	Output
		Introducing friends & lecturers using photos	いすに座っている、ネクタイをしている人はA先生です。日本語の先生です。	
21&22	～とき、～と	Video content discussion		Tell the past using the related grammar and post the story to discussion forum & make a video tutorial about mobile application
		Identify & guess the meaning of grammar using reading material	まず、 <u>疲れたとき</u> 、眠いけど仕事や勉強をしなければ <u>ならないとき</u> 、コーヒを飲むと <u>元気</u> になります。	
		Find the grammar function by showing examples of sentences & discuss about it	Anggrek キャンパスへ行く <u>とき</u> palmerah 駅まで電車で行って、angkot に乗り換えます。	
		Question and answer using the grammar	暇な <u>とき</u> 何をしますか。Ayam blenger PSP レベル10を食べると、どうなりますか。	
		Tell the past using the related grammar and post the story to discussion forum	子供の <u>とき</u> 、よく遊びました。5歳の <u>とき</u> 初めて飛行機に乗りました。	
		Make a video tutorial about mobile application	この「Go-Food」ボタンを押すと、いろいろな食べ物が出てきます。	
23&24	～くれました、～もらいました、～あげました	Video content discussion		Express gratitude by making greeting card to family & friends
		By doing role play, student review similar grammar that learned before in chapter 7	AはBに本を <u>あげます</u> 。BさんはAさんに本を <u>もらいました</u> 。	
		Identify & guess the meaning of grammar using reading material & discuss about it	僕は学校で習った歌を <u>歌ってあげます</u> 。	
		Find the grammar function by showing examples of sentences & discuss about it	ミラーさんカリナさんに本を <u>あげます</u> 。Versus ミラーさんはカリナさんに旅行の写真を <u>見せてあげます</u> 。	
		Continue the sentence using the appropriate grammar, while looking at the context in the picture	BさんはAさんに本を <u>持ってあげました</u> 。AさんはBさんに本を <u>持ってもらいました</u> 。	

Meeting	Grammar	Class Activity	Examples	Output
		By doing role play, student practice the use of grammar	AさんはBさんにロマンチック歌を歌ってあげました。	
		Find the grammar function by showing examples of sentences	私は手をけがして料理が作れないので、主人に頼んで作ってもらった。 Versus 毎日忙しくしていたら、私は何も言っていないのに、主人が料理を作ってくれた。	
		Read a sample greeting card & discuss the meaning	お母さんへ、毎日おいしい食べ物を作ってくれて、ありがとうございます。	
		Express gratitude by making greeting card to family & friends		
25&26	～たら、～ても	Video content discussion		Campaign about their working program as student's association chairman & Make poster presentation using related grammar
		Continue the sentence using the appropriate grammar, while looking at the context in the picture	はこの中なかにほしがあつたら、――	
		By doing group game, student write sentences using appropriate grammar	田舎へ帰つたら、――	
		Listen to examples of election campaigns that use grammar in this chapter	私が市長になつたら、高校では毎週月曜日を――します。	
		Make campaign script		
		Campaign about their working program as student's association chairman	私が HIMJA 会長になつたら、――	
		Find the grammar function by showing examples of sentences & discuss about it	よく寝ても、疲れが取れない。	
		Find the grammar function by showing riddles & discuss about it	まっすぐ歩いてても回ってしまう人は何？お巡りさん	

Meeting	Grammar	Class Activity	Examples	Output
		Make poster presentation using related grammar	お金があつたら、___。 お金があつても、___。	

The author only writes from the 15th to 26th meeting, because these meetings are held after mid-term test and used the Flipped Class method. To do all activities in class, the author use Cooperative Learning, as mention before by Capone et.all (2017:10479). The student work in several group, each contain 4-5 students. With this group activities, students can discuss and help each other to understand the activities they are working on.

Result

After the Flipped Class method was conducted, the author compared student's acceptance in two ways. The first is comparing mid-test & final test result, and the second is from the results of questionnaire distributed to students at the end of the semester. The following is the test score and questionnaire result:

Table 4: Test Result

Student No	MID	FINAL
1	100	94
2	99	94
3	61	44
4	94	85
5	32	20
6	60	58
7	73	66
8	n/a	37
9	47	53
10	54	55
11	88	83
12	83	68
13	89	85
14	88	85
15	69	70
16	61	47
17	48	31
Average	71.6	63.2

Questionnaire was created by using google form platform and distributed to Whatsapp group Nihongo II course. The questionnaire was distributed to 17 students, but there were 16 answers returned. The following is the result:

Table 5: Feedback Questioner from Student

No	Question	Answer
1	Do you feel the differences between learning methods before midterm-test & after midterm-test? (If you feel the difference, go to question no 2. if there are no changes, go to no 5)	100% students feel the difference
2	You feel there is a change in learning methods. What is it like / what do you think?	Various answers
3	Which learning methods do you prefer? Learning methods before midterm-test & after midterm-test?	11 students (68.8%) prefer after midterm-test & 5 students (31.3%) prefer before midterm-test
4	Regarding the previous question, please explain the reasons.	Various answers
5	You feel there is no changes in learning methods before and after midterm-test. Why? Where is the similarity?	because 100% answered yes in number 1, this question becomes 0%
6	Do you feel any improvement during learn Nihongo II subject for your Japanese language proficiency?	100% answered yes
7	Regarding the previous question about improvement, please explain it.	Various answers
8	How do you feel about the Nihongo II class on this semester?	100% respond positively
9	Do you have critics & suggestions for learning materials & methods in this course? Please explain it.	Various answers

From the average score, can be seen that there is a decrease of student's score. The average when midterm-test is 71.6 and the average when the final test is 63.2. most student grades dropped, except student number 9, 10 and 15. Student number 8 in midterm-test is written n/a because she did not take the exam. From the decrease in student grades, it can be seen that students are not ready to face the Flipped Class learning method, this is also supported by the answers of students in questionnaire questions number 4 & 9 where there are still some students who prefer and understand the material if the lecturer teaches with the lecturing method. From the answers of students in questions number 2, 3, 4, and 8, it was seen that most students liked learning using the Flipped Class method, and with student answers in question number 7, can be seen that by using the Flipped Class method, students understanding about the using on Japanese language became increased, and more able to use it better, for example, to understand when watching a movie and having a conversation. However, this is contradictory to the achievement of student grades in final test which is declining compared to midterm-test. From this decline, it can also be seen that students are not ready yet to learning by using the Flipped Class method, because other subjects still using the lecturing method. So, the test score obtained when using the lecturing method is higher than that using the Flipped Class method.

Conclusion and Future Work

The Flipped Class method can be an alternative to support the achievement of the OBE-based curriculum. Because by implementing a Flipped Class, the efficiency of learning time will be created, so it supports students to achieve the final learning outcomes that can be used to solve everyday problems. However, to implement this method well, the spearhead is in the lecturers. There must be a

mutual agreement between lecturers to use this method in all courses, so that students get familiar & the result achieved maximized. There are still problems from this research: first, the assessment still less structured. For example, the author does not provide the assessment of self-study activities outside the classroom, so there are some students coming to class unprepared & not yet watching the video tutorial. This can be solved by adding assessment of self-study activities as cited in ³ and ⁵. Second, for the development of this research, it is necessary to think about how to teach students who have special needs. The author still has not found a good way to facilitate students with special needs in this class by using the Flipped Class method. Third, to maximizing this method, some interactive online learning management system platforms can be tried such as Microsoft Teams, Edmodo, and so on.

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