

## **CHAPTER V**

### **CONCLUSION**

This chapter presents conclusions of the research and suggestion for the teachers, lectures, and further researchers. The researcher makes this conclusion based on the result of chapters II, chapter III, and chapter IV

#### **5.1 Conclusion**

The development of the flipped classroom lesson plans is a worthwhile endeavor that teachers can utilize to design and implement active learning, in which students are the primary focus of learning activities. In addition, reversing learning activities at home and in the classroom enables class time to be devoted to a series of higher-level learning activities and more optimal development of student learning competencies, as students are led to prepare to study learning mater. Additionally, in the first context of analyzing the characteristics of the 2013 curriculum learning plan and the flipped classroom model, based on the data collected to answer the first research question, the researcher concludes that there are 13 components of the 2013 curriculum lesson plans, which consist of 39 indicators and seven components of the inverted classroom model consisting of 31 indicators.

In this case, the researcher found that the 13 components of the 2013 curriculum lesson plan consisted of 1) School identity; 2) Subject identity; 3) Class/Semester; 4) Subject matter; 5) Time Allocation; 6) Basic Competency (KD) and Indicators of Competency Achievement (IPK); 7) Learning Objectives; 8) Learning Material; 9) Learning Methods; 10) Instructional Media; 11) Learning Resources; 12) Learning Activities; 13) Assessment of Learning Outcomes. Moreover, after conducting the literature review from various references, the researcher found that the flipped classroom model has 31 characteristics that can be grouped into seven components consisting: 1) Before-Class Activities; 2) Active Learning; 3) The Reverse Activities; 4) Student-Centered Learning; 5) Teacher Roles; 6) Technology Involvement; and 7) After-Class Activities. In addition, each component has indicators that support and maintain it so it can operate efficiently.

After identifying the characteristics of the 2013 curricular lesson plan and the flipped classroom model, the researchers used all the identified components and indicators as question indicators to examine the needs of the teacher and students concerning the development research product. From the findings of chapter three, it was found that the English teacher needs 13 components of the 2013 curriculum lesson plans as a guide in preparing learning plans taught in schools. Additionally, the following finding was that students were enthusiastic about implementing the flipped classroom model learning plan in English subjects; all components of the flipped classroom were needed by students and teachers and could be developed by researchers. However, several flipped classroom indicators are not met, such as the use of smartphones and internet access for classroom learning, there being no additional learning activities for students, and the teacher does not make an original lecturer video

The researcher realizes the teacher and students' needs in chapter four by developing the product. In this chapter, it was found that the researcher developed an English lesson plan for the eighth-grade Islamic junior high school semester one with the material expressions asking for and giving opinions. The learning approach used is a student-centered learning process with a flipped classroom model combined with four learning methods: literacy, group work discussion, presentation, and demonstration. The researcher developed KD 3.1 and KD 4.1 with time allocation for two hours of face-to-face meetings for 80 minutes which were carried out in two meetings, where the first meeting focused on developing competence in the cognitive domain of KD 3.1 and the second meeting focused on developing competence in the psychomotor domain of KD 4.1. The application of the flipped classroom learning model occurs with the before-class activities that are carried out asynchronously before the scheduled face-to-face course and also the content of the classroom learning activities that focus on high-level learning activities.

In addition, the expert awards 168 points for validating the suitable application of components and indicators for producing curriculum learning plans utilized in this researcher's research product. Finally, the expert awarded 145 points for the findings of the validation of the applicability of the application of the flipped classroom learning model employed by researchers to build this study product. Using a preset formula, the outcomes of this preliminary product were computed and aggregated. The entire presentation of product validation and product classification is 89, 42% percent complete, including applicable categories according to existing lesson plan indications for the flipped classroom.

## **5.2 Suggestion**

The researcher understands that this research is still far from perfect. However, the researcher offers the research as a reference or guidelines for teachers, the curriculum development team, the future researcher, and English learners presented in the following section:

### **5.2.1 For the Teacher**

The flipped classroom model can be the choice of a learning model for teachers. The features and components contained in this learning model help the learning process in the classroom, in particular, to be more focused on activities that involve more student participation, so teachers can choose a variety of high-level activities such as analyzing, selecting, identifying, designing, presenting, and practicing in the classroom. Not only that, but students are also given more opportunities to interact with their classmates, such as discussing or working in groups. The flipped classroom model can also help teachers make it easier to develop students' learning competencies and 21st-century skills.

### **5.2.2 For Curriculum Development Team**

It is worthwhile for the curriculum development team, particularly at the elementary and middle school levels, to attempt to incorporate a flipped classroom learning model into the subject matter; with adequate



infrastructure facilities, this learning model will provide optimal learning outcomes. In addition, the features of the flipped classroom model have directly supported the implementation of the 2013 curriculum as a national education standard, including student-centered learning, technology involvement, active learning, and the application of 21st-century skills, all of which can provide positive trends to aid in the improvement of learning development.

### **5.2.3 For the Future Researcher**

Future researchers who are interested in conducting research in the same area regarding the flipped classroom learning model will find this study extremely useful as a reference, guide, and example for conducting research on the flipped classroom or developing other types of research products such as guidelines, books, exercises, books, and applications that can support flipped classroom learning. The researcher anticipates that the flipped classroom learning approach will be the subject of numerous such studies in the future.

### **5.2.4 For English Learners**

English learners can apply one aspect of the flipped classroom learning model, which can be used as one of the learning strategies at home, where learners study the material that the teacher or instructor will teach at the upcoming meeting. Learning can take the initiative to ask the teacher for learning materials to be studied independently at home or while doing exploration using the internet, such as reading journals, books, or videos to find information