

## Flipped Classroom in Islamic Higher Education: Learning Readiness and Self-Regulated Learning among Islamic Religious Education Students

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**Abstract:** Learning in higher education still faces challenges in the form of low learning readiness and student learning independence, especially in the Islamic Religious Education Study Program (PAI). Students tend to be passive and depend on lecturers as the main source of knowledge so that the learning process has not been optimally student-centered. This study aims to analyze the application of Flipped Classroom in PAI students, analyze the dynamics of learning readiness, and explore the development of student learning independence during the application of this method. The research uses a qualitative approach with an analytical descriptive type. The research subjects were six students of the fourth semester PAI Study Program who took the Tarikh Tasyri' course through the Flipped Classroom model, selected using the purposive sampling technique. Data collection was carried out through triangulation techniques that included passive participatory observation, in-depth interviews, and documentation. Data analysis refers to the interactive model of Miles, Huberman, and Saldaña through the stages of data condensation, data presentation, and conclusion drawn, and its validity is guaranteed through triangulation techniques and member checking. The results of the study showed that the Flipped Classroom makes a positive contribution to student learning readiness through four Slameto indicators, namely physical condition, mental condition, emotional condition, as well as needs, motives, and goals. In addition, student learning independence develops through Zimmerman's three stages of self-regulated learning, namely *forethought, performance, and self-reflection*. Thus, Flipped Classroom contributes to encouraging PAI students to be more active, ready, and independent in the learning process.

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## INTRODUCTION

Improving the quality of learning in higher education is one of the strategic agendas that is of concern in the world of higher education, including Islamic higher education in Indonesia (Kusumaputri et al., 2021) The change in the 21st century education paradigm requires a learning process that is no longer *teacher-centered learning*, but *student-centered learning* (Manurung et al., 2026) The paradigm shift places students as active subjects who have responsibility for their learning process through critical thinking skills, problem-solving, collaboration, and learning reflection (Gayathri, 2024) In this context, universities are required to present learning innovations that encourage active student involvement in the learning process in the classroom. In addition, learning is also directed to build students' learning readiness and learning independence to be able to adapt to the demands of scientific development and the dynamics of modern education (Maiti & Priyaadharshini, 2026). Thus, learning transformation is an important need in the process of improving the quality of university graduates.

Learning in higher education still faces various challenges, especially related to students' readiness to learn before attending lectures (Wang et al., 2026). Slameto (2015) explained that learning readiness is an overall individual condition that prepares an individual to respond to or receive lessons,

thereby affecting success in the learning process. In practice, not a few students arrive in class without making initial preparations for the material to be learned, so the classroom learning process is still dominated by lecturers' delivery of material (Astawa et al., 2022). This condition causes students to tend to be passive and less actively involved in in-depth discussion and analysis activities. This was also observed during the initial observation carried out on students of the fourth-semester PAI Study Program, where out of all the students who attended, only two to three students showed active involvement by asking questions or adding ideas in the class discussion process, while most other students tended to be silent and did not participate optimally. This aligns with the research by Kusumaningrum & Rodiah (2025), which shows that students tend not to have adequate learning readiness, so the learning process remains dominated by the effectiveness of delivering material in one direction. In addition, as a student, there is still a strong reliance on lecturers as the main source of learning, so that the ability to manage the learning process independently has not developed optimally (Hamid Esmaeil et al., 2024). These problems show that the learning process in higher education requires innovative learning methods that increase learning readiness while building student learning independence.

The problem of learning readiness is also related to the low learning independence of students. Some students still show a high level of dependence on lecturers as the main source of learning and have not managed the learning process independently (Gupta et al., 2024). Students tend to learn when facing assignments or exams, rather than developing an intrinsic desire to understand the material continuously. In addition, the low desire for the student year and only relying on materials provided by lecturers without the initiative to find, explore, and deepen learning resources independently. Zimmerman (2000) explained that *self-regulated learning* is a person's ability to plan, control, and manage the learning process independently through the stages of *forethought*, *performance*, and *self-reflection*. This low ability results in students being less active in building knowledge and less responsible for the learning process undertaken. This is also in line with the research of Outhariy et al. (2025) showing that learning that is still centered on doses causes students to be less independent and prevents them from developing optimal learning regulations.

This problem explains that the learning process in higher education still requires innovation in teaching methods that are able to encourage students to be more prepared and independent in learning. The approach that is considered relevant to answer these problems is to use the learning method (Durmuşoğlu & Demirok, 2025). The learning method is a way used by educators in delivering learning materials so that students experience the learning process to achieve the goals that have been set (Sutikno, 2019). The method that is considered relevant to answer the above problems is flipped classroom learning. *Flipped Classroom* is a learning approach that reverses the traditional learning structure by placing activities to understand basic material before learning takes place, while time in class is used for discussion, analysis, problem-solving, and concept deepening (Bergmann & Sams, 2012). Through this approach, students are required to prepare before participating in learning, so that classroom learning becomes more interactive and oriented towards active student involvement.

This does not mean that methods other than Flipped Classroom are unable to foster student learning independence, because other student-centered methods, such as problem-based learning, project-based learning, inquiry learning, and collaborative learning, also have the potential to develop students' independence when they are designed with clear learning objectives, active student involvement, and opportunities for reflection. However, Flipped Classroom is considered more relevant to the focus of this study because it systematically combines pre-class independent learning, in-class interaction, lecturer scaffolding, and post-class reflection. This structure allows student independence to be observed not only as a final learning outcome, but also as a gradual process that appears before, during, and after classroom learning.

Flipped classrooms offer wider opportunities for students (Helaluddin et al., 2024). This model helps students develop learning skills that are difficult to acquire through conventional learning. In this model, students study the material independently outside the classroom, and then they apply the material through practical activities guided by lecturers. Therefore, the role of educators shifted from being just teachers to being facilitators. In addition, this model encourages students to be more active and responsible for their own learning process. Theoretically, the application of the flipped classroom is

related to Vygotsky's theory of Social Constructivism, which emphasizes that knowledge is built through active involvement and social interaction in the learning process. Vygotsky specifically introduced the concept of Zone of Proximal Development (ZPD), which is the distance between the actual abilities that students have independently and the potential abilities that can be achieved through the guidance of others who are more competent (Erbil, 2020).

Flipped Classroom makes a positive contribution to improving the quality of learning in higher education. Runiasih Rugaiyah and Ika (2025) stated that flipped classrooms are able to increase students' learning activity and responsibility. This is also strengthened by research by Mazlan, Zamri and Azhar (2025) through a comprehensive literature review that shows that Flipped Classroom has an effect on increasing student engagement, satisfaction, and learning outcomes. Rincón et al.'s research 2025 also revealed that the implementation of *Flipped Classroom* is able to develop students' *self-regulation* and *self-efficacy*, thereby having an impact on improving academic performance, especially among students with low initial ability. Thus, the results of these studies show that *the Flipped Classroom* is not only effective in improving learning outcomes but also in developing independent learning skills, fostering active participation, and strengthening students' religious understanding.

However, research on the application of *Flipped Classroom* in the context of PAI learning in Islamic universities is still relatively limited (Mazlan et al., 2025). Most previous studies have focused on learning outcomes and critical thinking skills, or have been conducted through systematic literature reviews and quantitative experiments. In addition, studies that simultaneously examine students' learning readiness and learning independence as the two main variables in one study have not been widely conducted (Youhasan et al., 2021). Empirical research that specifically examines the application of the *Flipped Classroom* in students of the Islamic Religious Education Study Program (PAI) in Indonesian Islamic universities is also still rare. Thus, this study has *novelty* that focuses on three aspects, namely: the use of an analytical descriptive qualitative approach that has not been widely used in the Flipped Classroom study (Baig & Yadegaridehkordi, 2023). Assessment of learning readiness and learning independence simultaneously in one study (Rincón et al., 2025) As well as the specific context of learning Tarikh Tasyri' in PAI students in Islamic universities (Kusumaningrum & Rodiah, 2025).

Previous research on *flipped classrooms* has generally focused more on learning outcomes, student involvement, critical thinking skills, academic achievement, or literature review in general. However, empirical studies that specifically examine students' learning readiness and learning independence simultaneously in the context of Islamic Religious Education in Islamic universities are still relatively limited. Therefore, this study seeks to fill this gap by examining the application of the flipped classroom model among fourth-semester students of the Islamic Religious Education Study Program at Islamic universities. The novelty of this research lies in three main aspects. First, this study focuses on the special context of Islamic higher education by examining the application of flipped classroom in the Tarikh Tasyri' course, which is still rarely discussed in previous flipped classroom research. Second, this study analyzes two interrelated dimensions, namely learning readiness based on the Slameto framework and learning independence through *Zimmerman's self-regulated learning* stages, in one empirical study. Third, this study uses an analytical descriptive qualitative approach through passive participatory observation, in-depth interviews, documentation, and member checking to capture students' learning processes and experiences in a more contextual and interpretive manner. Thus, this study makes an empirical contribution by explaining how the flipped classroom can support learning readiness, learning independence, and active participation among Islamic Religious Education students in Islamic universities.

Based on this description, this study formulated the following research questions: How to apply the Flipped Classroom model in the learning of students of the PAI Study Program in the Tarikh Tasyri' course. How is the learning readiness of PAI students during the implementation of Flipped Classroom. How is the development of the learning independence of PAI students through the implementation of Flipped Classroom. Based on these questions, this study aims to analyze the application of *Flipped Classroom* in students of the Islamic Religious Education Study Program (PAI), analyze students' learning readiness during the implementation phase of the method, and explore the adaptation response of student learning independence through the application of the Flipped Classroom *method*.

## METHOD

### Approaches and Types of Research

This study used a qualitative approach with the type of analytical descriptive research. This type of research was chosen because the research aims to describe and analyze the response of PAI students to the application of the Flipped Classroom model in the context of learning. Qualitative approaches are suitable for exploratory, interpretive, interactive, and constructive research, especially when researchers seek to understand phenomena in depth in natural situations (Flick, 2022). In addition, the choice of a qualitative approach is also relevant because the research design needs to be tailored to the objectives and questions of the research, especially when the research is directed to understand the experiences, responses, and processes that occur in the participants (John W. Creswell & N. Poth, 2018). The research focused on students' learning readiness and learning independence during the conventional learning phase towards student-centered learning. The data obtained were then analyzed qualitatively through the process of organizing, presenting, and extracting meaning from field findings (Miles et al., 2019).

### Research Participants

The subjects in this study were students of the Islamic Religious Education Study Program Semester 4 who were attending a lecture on the application of *the Flipped Classroom* model in the Tarikh Tasyri course. The determination of participants/research objects was made using purposive sampling techniques. Purposive sampling is a sample determination technique carried out based on the researcher's consideration by paying attention to certain characteristics or traits of the population that have been known previously (Machali, 2021), with specific criteria as follows:

1. Active students who are fully involved in learning the tasyri date course.
2. Students who get experience use the *Flipped Classroom model*.

This research has obtained a research permit from the Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Training, Sunan Kalijaga State Islamic University, Yogyakarta, through research permission number B-1501.36/Un.02/TT/PN.01/05/2026, issued on 20 May 2026. In addition, the researcher also obtained an implementation permit from the lecturer in charge of the Tarikh Tasyri' course before data collection was carried out. Before the data collection process, including passive participatory observation, in-depth interviews, and documentation, the researcher explained the purpose of the study, the form of participant involvement, the voluntary nature of participation, the use of data for academic purposes, and the confidentiality of participants' identities. Participants were also informed that they had the right to refuse or withdraw from the study at any stage without any academic consequences. After receiving this explanation, participants provided informed consent to participate in the study. The identity of participants was disguised using the codes Informant 1, Informant 2, and so on to maintain data confidentiality. The researcher was also an intern who teaches at the Islamic Religious Education Study Program, Faculty of Tarbiyah and Teacher Training, Sunan Kalijaga State Islamic University, Yogyakarta.

### Research Instruments

Research instruments are tools used to obtain data in accordance with the focus of research. In qualitative research, research plays a key role as the researcher is directly involved in the process of data collection, interpretation and analysis (John W. Creswell & N. Poth, 2018). In this study, the researcher became the main instrument that directly observed the process of implementing *Flipped Classroom* and the responses of PAI students during learning. In addition to the researcher as the main instrument, this study also used supporting instruments such as observation sheets and interview guidelines. Observation sheets were used in the early stages of the research to see the learning conditions of PAI students in the Tarikh Tasyri' course before the application of *the Flipped Classroom method* and participatory observation sheets used during the process of implementing Flipped Classroom to record the interaction of PAI students in the classroom and the activity of discussions when solving problems or case studies.

### Data Collection Techniques

Comprehensive data collection was carried out through three main techniques (triangulation techniques):

1. Passive Participatory Observation: The researcher observes and records activities in the classroom,

specifically looking at how students are leveraging the comprehension of pre-class material (videos and PDFs) into analytical discussions.

2. In-depth interviews were conducted in a dialogue with 6 informants after the process of implementing the Flipped Classroom had run. This interview aimed to explore students' subjective experiences and self-regulation strategies.
3. Documentation: Included the collection of secondary data, such as the Semester Learning Plan (RPS) and teaching materials used by lecturers.

### Analytical Techniques

The collected data was analyzed using the interactive analysis model Miles, Huberman, and Saldaña (2019), which is cyclical and non-linear, with the three stages occurring alternately as needed for the analysis. First, data condensation was carried out by reading all interview transcripts and observation field notes, then selecting, focusing, and categorizing the data into themes relevant to the two main focus of the study, namely learning readiness based on the four indicators of Slameto (2015) and learning independence based on the three stages of *self-regulated learning* Zimmerman (2000). Second, the presentation of data was carried out in the form of an analytical descriptive narrative that was arranged thematically based on the results of observations, interviews, and documentation. Third, conclusions were drawn by interpreting findings holistically based on patterns that emerge from the data, then compared with the theoretical framework of Slameto (2015) and Zimmerman (2000).

### Data Validity

The validity and credibility of the data in this study were guaranteed through two strategies. First, triangulation techniques, which involved comparing and confirming data obtained from three different data collection techniques, namely passive participatory observation, in-depth interviews, and documentation, to ensure consistency and conformity between data sources. Second, member checking, which reconfirmed the draft interpretation and research findings with the informant to ensure that the analysis accurately reflected the informant's experience and perspective.

To ensure the validity and credibility of the data, this study applied triangulation techniques and member checking (confirming the draft interpretation of findings with the informant).

### Research Flow

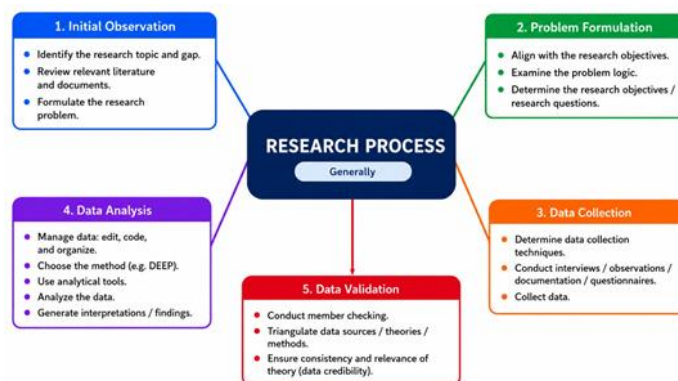


Figure 1. Research Flow

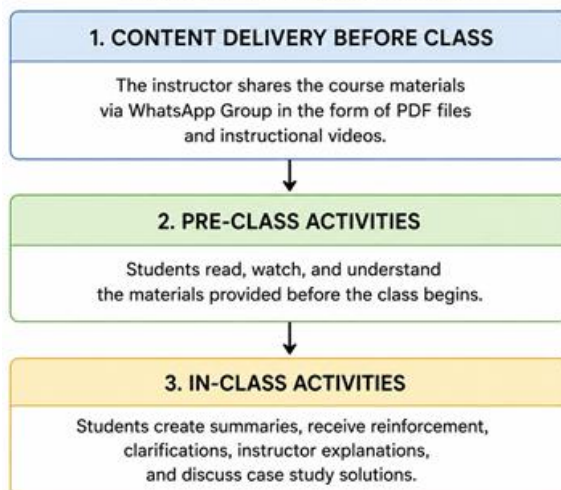
## RESULT

### The Application of *Flipped Classroom* in PAI Student Learning

Based on the results of passive participatory observation, the application of Flipped Classroom to students of the Islamic Religious Education Study Program (PAI) in the Tarikh Tasyri' course was carried out through three main stages. The first stage is the provision of material before learning takes place, shared through WhatsApp Groups in the form of PDFs and learning videos. The second stage is pre-class activities, including reading, watching, and understanding the material given before class starts. The third stage is an in-class activity designed to elicit a summary, followed by reinforcement, understanding,

lecturer explanations, and discussions on the completion of case studies.

### The Implementation of Flipped Classroom in the Tarikh Tasyri' Course



**Figure 2.** Flipped Classroom Implementation Stage

Most of the informants, who are active students in semester 4, stated that receiving the material before class helps them form an initial idea of what they will be studying. Students no longer come to class empty because they have read or watched the material first. The 1st informant/student stated that the material given before class helped him have an initial understanding, so he did not feel confused when the lesson began. The 2nd and 3rd Informants also showed a similar response: feeling more prepared and finding it easier to follow the previous tap learning, and having an initial understanding of the material.

During classroom learning, observation results showed that students who have read or watched the material before are more likely to follow the lecturer's explanations and are better prepared when asked to summarize or engage in discussion. These findings aligned with interview results, in which some informants stated that receiving materials before class helped them get an initial idea of the topic to be studied. The results of the member checking also showed that students supported the researcher's interpretation that pre-class material helped them enter the learning with better preparation, although its application was still influenced by the timing of its delivery and the amount of material to be studied.

However, the results of the study also showed that the implementation of *Flipped Classroom* is not completely free of obstacles. This is supported by the results of interviews with 6 students who served as informants, who stated that the timing of the material, which was too close to the class schedule, made it less than optimal for understanding the content. The 4th informant assessed that too much material and only a short time given caused problems, especially when students were asked to summarize several topics at once. The 6th informant also emphasized that the effectiveness of this method is highly dependent on the timeliness of material delivery and the design of learning strategies in the classroom.

The media used in learning also affected students' comfort level. Some students preferred videos because they considered them easier to understand visually and could be listened to again. Others preferred PDFs or readings because they could be read slowly and noted as needed. This difference in preferences shows that students have diverse learning styles, so the implementation of *Flipped Classroom* should provide a variety of media to meet different needs.

#### **Student Learning Readiness in the Implementation of *Flipped Classroom*.**

The results of interviews with 6 student informants showed that the Flipped Classroom increases student readiness. Students feel more prepared to participate in learning because they have obtained the material before classes start. This readiness can be seen in the emergence of confidence, the ability to follow the lecturer's explanation flow, and the readiness to ask questions or respond to the material. The 2nd informant stated that he was more confident when he attended the previous class and

had studied the material given.

Research findings regarding student learning readiness cannot be limited to informant statements in interviews; they can also be seen in the results of observations during learning. Students who have accessed the material before class seem better prepared to follow the lecturer's explanations, create summaries, understand discussion questions, and connect pre-class material with class discussions. This shows that pre-class materials help students be better prepared to participate in face-to-face learning. Documentation of teaching materials in the form of PDFs and learning videos reinforces these findings because the material provided before class offers students a space to read, watch, and gradually understand the topic. The results of the member checking also confirmed that students benefited from the provision of materials before class, as it helped them enter the learning with better preparation.

Students' readiness to learn was seen in their ability to connect pre-class material with classroom discussions. Students who have read or watched the material are more easily able to understand the lecturer's further explanation. It was also easier to summarize important points when asked to summarize or discuss the material. This condition showed that pre-class materials serve as an initial resource that helps students actively engage in the learning process.

However, students' learning readiness is not always in a stable condition. Some experts said that laziness, fatigue, early study hours, assignments from other courses and limited study time can hinder their creativity. The 1st informant mentioned that laziness was one of the factors that made him less prepared. The 6th informant said that morning lecture hours can also affect students' learning readiness when attending lectures.

In addition to physical factors and time, learning readiness is influenced by students' psychological factors. Some students felt more cognitively prepared, but still experienced nervousness when asked to re-explain the material in front of their friends. Informant 3 stated that he felt helped because he had learned before, but still felt nervous because he lacked confidence in speaking in front of others. This shows that learning readiness in *Flipped Classroom* is not only related to mastering the material, but also to emotional readiness to participate in class activities.

### **Student Learning Independence in the Application of *Flipped Classroom*.**

The results of the study found that the implementation of *Flipped Classroom* encourages the emergence of student learning independence. Students began to show an effort to read material independently, watch videos, take notes, find additional sources, and discuss with friends. The 1st informant stated that when he did not understand the material, he usually looked for additional sources online or asked friends. The 2nd informant also stated that he first searched for himself before asking if he still did not understand the material.

Student independence in learning was also strengthened by the results of observation and documentation. The results of the observations showed that some students began to learn independently by taking notes on the material, reopening learning files, and discussing with friends when they experienced difficulties. This behavior shows a shift from a learning pattern that waits only for the lecturer's explanation to a more active and directed one. Learning documentation in the form of PDF materials, videos, and summary assignments showed that the design of *Flipped Classroom* provides space for students to manage their learning process before and during class. Students not only receive explanations from lecturers but are also directed to read, understand, summarize, and clarify the material through discussion. Through member checking, the informant also confirmed that their learning independence was developing, although some students still need the direction of lecturers so that the independent learning process runs more consistently.

Student learning independence was also seen in the selection of different learning strategies. Some students understood the material by taking notes, some preferred watching videos, some recorded lecturers' explanations, and some looked for additional explanations online. The 3rd informant mentioned that he used technology to simplify the material's language to make it easier to understand. The 5th informant, as an inclusive student, stated that he was more comfortable studying in a quiet place and that he more often searched for himself before asking questions when he had difficulties.

However, students' learning independence was still at an adaptive stage and was not yet fully

stable. Some students learn from lecturers' instructions, not entirely from internal encouragement. The 1st informant stated that he read the material because he was asked or directed to do so first. This shows that the Flipped Classroom is beginning to foster independent learning, but it still requires direction, stronger motivation, and a clear learning structure from the lecturer.

The study also showed that students reflected on their understanding after the class ended. Some informants stated that when they didn't understand the material, they reopened files, re-read them, asked friends, or looked for additional explanations. The 2nd informant stated that after class, he sometimes still thinks about parts he does not understand and tries to find the answers. The 6th informant stated that if he were still confused, he would discuss with his friends first before asking the lecturer at the next meeting.

### Summary of Research Findings.

**Table 1.** Synthesis of Research Results

Focus of Findings	Key Findings	Meaning of Findings
Flipped Classroom Implementation	Material is given before class through PDFs and videos, then discussed through summaries, explanations, and discussions	Learning shifts from full lectures to more active learning
Learning readiness	Students are more prepared, not empty when entering class, and more confident in participating in learning	Pre-class materials are the initial provisions for receiving and processing materials
Readiness barriers	The time of giving the material is too close, the material is too much, the morning class, the feeling of laziness, and the nervousness of speaking	Learning readiness is influenced by physical, psychological, time, and task design factors
Learning independence	Students start reading, watching videos, taking notes, looking for sources, and discussing	<i>Flipped Classroom</i> encourages students to organize their own learning process
Barriers to independence	Some students are still learning because of the instruction and do not have a clear learning target	Learning independence is still developing and requires habituation
Inclusive students	Pre-class materials help with preparation, but impromptu discussions and presentations pose challenges	Flipped Classroom <i>design</i> needs to be made inclusive and not abrupt

## DISCUSSION

### The Application of *Flipped Classroom* in Student Learning

The application of Flipped Classroom in the learning of Tarikh Tasyri' shows a shift in student learning patterns from learning that tends to wait for the lecturer's explanation to learning that requires prior preparation before the class takes place. In this model, students are no longer placed as passive recipients of information, but are directed to engage early through reading, watching, comprehending, and taking notes of material before face-to-face meetings (Agyeman & Aphane, 2024). This shift is in line with the view of Bergmann and Sams (2012) that Flipped Classroom moves the activity of delivering basic material outside the classroom, while class time is used to deepen understanding through discussions, clarifications, and more meaningful learning activities. In the pre-class stage, students are given materials in the form of PDFs and videos so that they have the opportunity to build an initial understanding before participating in core learning in the classroom (T. Chen et al., 2023). This condition shows that the provision of pre-class materials in *Flipped Classroom* serves as an initial knowledge activation strategy that prepares students to be more actively involved before the face-to-face learning process takes place (Baig & Yadegaridehkordi, 2023).

The findings of the study show that knowledge in the learning of Tarikh Tasyri' is not only transferred one-way from lecturers to students, but is built through continuous learning stages. Students

first interact with learning resources in the form of PDFs and videos, then share their initial understanding with the class, which is developed through discussion, questioning, and reinforcement of concepts. From the perspective of Vygotsky's social constructivism, this process suggests that students actively build knowledge through independent learning experiences and social interaction with their learning environment (Erbil, 2020). This concept is relevant to the implementation of Flipped Classroom because students are not only required to receive the material, but also to process, interpret, and discuss the material that has been studied previously (Jang & Kim, 2020). Thus, PDFs and videos at the pre-class stage not only serve as learning mediums, but also as a starting point to help students enter the knowledge construction process more actively. This strengthens the position of students as learning subjects who have responsibility for their own learning process (T. Chen et al., 2023).

The research of Vipul, Shuwei, Yan Qin Tan, and Vijay (2025) explained that learning is no longer entirely dependent on lecturers' lectures, but begins to place students as subjects responsible for their own learning process. The findings were in line with the condition of PAI students in learning Tarikh Tasyri', where students are required to read and understand the material before class. Research by Kusumaningrum & Rodiah, (2025) also showed that Flipped Classroom is applied by asking students to study material independently outside the classroom, while class time is used for discussion and active practice. The study found that students feel more prepared and confident when discussing because they have an initial idea of the material being studied. This similarity reinforces the study's finding that providing materials before class can help students build initial readiness for face-to-face learning. However, in the context of Tarikh Tasyri', these benefits are not only related to the courage to discuss, but also to the ability of students to understand historical and conceptual material that requires initial reading more seriously.

In Vygotsky's theory, class discussions, questions and answers, and material clarification activities can be understood as a form of scaffolding (Erbil, 2020). Students who previously only had an initial understanding of PDFs and videos then received help from lecturers and peers to expand, improve, and deepen their understanding. The concept of Zone of Proximal Development, or ZPD, explains that students can achieve a higher level of understanding when receiving guidance from more competent parties. In the context of Tarikh Tasyri' learning, lecturers serve as facilitators, helping students understand difficult historical concepts and Islamic law, while peers act as learning partners through discussion. Thus, the classroom is no longer solely a place for lecturers to explain the material, but a space for academic dialogue where students test understanding, express opinions, and connect the material with the scientific context of PAI. This pattern reinforces the principle of social constructivism that knowledge is built through social interaction, language, and shared learning experiences.

The use of PDFs and videos in learning Tarikh Tasyri' also provided students with the option to choose learning media that suit their habits and preferences. Some informants prefer videos because they are considered easier to understand, can be rehearsed, and help capture explanations visually. Others preferred PDFs because they could be read slowly, noted, and summarized as needed. This difference in preferences shows that the Flipped Classroom cannot rely on a single form of media, as students' learning characteristics are not uniform. In line with Neupane et al. (2023), a variety of learning media is important so that students with visual, auditory, and textual tendencies can still access the material in a way that best supports their understanding. When analyzed through Vygotsky's social constructivism, these media variations can be understood as mediational tools that help students build an initial understanding before entering classroom social interactions.

The results of this study also showed that the implementation of Flipped Classroom is not only determined by the availability of pre-class materials, but also by how lecturers design learning stages in a structured manner. Some students stated that the time of giving material that was too close to the class schedule made it difficult for them to understand the material optimally. The informants also reported that summarizing several materials in a short period can be stressful, especially when the material is quite extensive. These findings suggest that Flipped Classroom should not be understood simply as a "pre-class material" activity, but should be designed with the timing of material distribution, the amount of material, the level of difficulty, and the form of pre-class assignments in mind. In the context of Vygotsky's theory, learning aids should be tailored to students' abilities and needs to serve as scaffolding, not as an

additional learning burden. Therefore, the application of Flipped Classroom in Tarikh Tasyri' learning can be understood as a pedagogical strategy that encourages PAI students to become active, reflective, independent, and responsible learners.

### **Application of Flipped Classroom to PAI Students' Learning Readiness**

Students' learning readiness in the application of Flipped Classroom shows a positive change in the way students prepare themselves before participating in learning (Walsh, 2024). From the perspective of Slameto (2015), learning readiness is a comprehensive condition that makes individuals ready to accept and respond to student learning, which is analyzed through four aspects: physical condition, mental condition, emotional condition, as well as needs, motives, and goals. These four indicators show that *flipped classrooms* not only help students get to know the material early, but also encourage them to build a more prepared, directed, and responsible learning attitude. The finding that students feel more prepared after obtaining pre-class materials demonstrates that this method positively contributes to PAI students' learning readiness. These findings are supported by Bouchra El Kemma's research (2024) which confirmed that students who study the material before class tend to be better prepared to ask questions, participate, and contribute meaningfully to class discussions.

According to the physical condition indicator from Slameto (2015), the implementation of the Flipped Classroom provides students with the opportunity to flexibly manage their learning time before class. Students can read PDFs or watch learning videos at their own pace without relying entirely on face-to-face time. This flexibility is very helpful for students who have other academic activities outside of the course they are taking (Wong et al., 2025). Although factors such as morning classes, fatigue and homework from other courses still need to be anticipated through proportional study time management (Baig & Yadegaridehkordi, 2023). In conventional learning, new students receive the material during class, so they have to understand the content in a very limited time. Through *Flipped Classroom*, students have recognized the material early so the burden of understanding in the classroom becomes lighter and avoids the accumulation of the learning process only during lectures. This is in line with the findings of Fischer et al. (2023) who stated that providing pre-class materials designed with cognitive load in mind has been proven to significantly increase students' learning efficiency. Thus, the provision of pre-class materials in the *Flipped Classroom* model can be a strategy that actually supports students' physical readiness, because the teaching process unfolds gradually and independently rather than piling up solely during face-to-face sessions.

In the indicator of mental condition, *Flipped Classroom* provides the strongest contribution to students' learning readiness. The study found that students find it easier to follow the lecturer's explanations because they have previously read or watched the material. So that they do not come to class empty-handed, but have an initial idea of the topic to be discussed. This condition reflects the role of the pre-class material as a bridge between students' initial knowledge and in-depth class discussions. This aligns with the framework of Slameto (2015), which reflects mental readiness, as students are ready to think, receive, connect to, and respond to learning materials. Mental readiness is also seen through the activity of summarizing the material before or during learning. This activity helps students find important points from the material that has been given, so that they do not just read passively but also actively process information. Jianjun Gu et al. (2022) confirmed that students' cognitive engagement in *Flipped Classroom* increases meaningfully through a series of structured activities, covering behavioral, emotional, and cognitive dimensions. Therefore, *the Flipped Classroom* not only provides learning topics but also encourages students to engage in initial cognitive activities before face-to-face sessions.

In the emotional condition that is in line with Slameto's theory (2015), where the application of Flipped Classroom provides a positive contribution to students' learning skills. Students who have read or watched the material before the class. They were ready when the lecturer explained, asked questions, or invited discussion because he was no longer in a foreign condition to the topic being discussed. This is in line with the findings of Mekonnen Haile Faro et al (2024), which showed that the application of Flipped Classroom is proven to increase the involvement of students' emotional loads, especially in the aspects of confidence, enthusiasm, and comfort in learning. Although some students feel nervous when speaking in front of the class, the pre-class material helps reduce anxiety because students already have an initial understanding before face-to-face learning. In the *flipped classroom*, students are allowed to understand

the material first before confirming their understanding through discussions and explanations from lecturers, so that they are more prepared and comfortable to actively participate (H.-J. Chen et al., 2025). So that *Flipped Classroom* consistently increases student self-efficacy, where self-confidence has a meaning equivalent to self-efficacy in the context of learning. Thus, *Flipped Classroom* has the potential to build students' emotional readiness, especially if classroom activities are designed in an inclusive and gradual manner through small discussions, reflections, and structured questions and answers.

In the indicators of needs, motives, and goals, the implementation of the flipped classroom encourages students to prepare themselves before class, both because of personal awareness and the lecturer's guidance. From the perspective of Slameto (2015) the needs, motives and goals of determining the guidance of students' learning style, pre-class material makes absorption an important part of the meaningful learning process. The students' learning motives in *Flipped Classroom* develop from external impulses to self-awareness. At first, they followed the lecturer's instructions, then realized that pre-class preparation helped them understand the material more easily. After following the learning process, they realized that the preparation helps them understand the material in class more easily. These changes showed that *Flipped Classroom* can shape more purposeful learning habits. This finding is in line with Ashoumi and Ahmad Akbar (2025) who explained that *flipped classroom* in Islamic Religious Education supports more independent, interactive, and contextual learning because students have the opportunity to understand the material before participating in in-class immersion. Thus, *Flipped Classroom* not only serves as a method of delivering material, but also gradually forms learning habits that are more planned, directed, and oriented to students' academic goals.

Overall, the implementation of the Flipped Classroom makes a positive contribution to PAI students' learning readiness through four Slameto indicators. On the physical aspect, this method provides a more flexible learning opportunity before class. In the mental aspect, students have preliminary knowledge, making it easier to follow the discussion. On the emotional aspect, students feel more confident because they have material provisions. In terms of needs, motives, and goals, students are increasingly encouraged to prepare themselves before learning begins. This method helps students come to class early, increases confidence, and encourages engagement in the learning process. Factors such as the timing of giving the material, the amount of material, and the class atmosphere do not indicate the method's weaknesses but are supporting factors that make the application more optimal. Therefore, the application of the Flipped Classroom in PAI learning needs to continue to be developed in a structured, proportional manner, in accordance with student characteristics. With this support, Flipped Classroom can be a learning strategy that strengthens learning readiness while encouraging students to become more active and responsible learners.

### **Student Learning Independence in the Implementation of *Flipped Classroom***

Student learning independence in the implementation of Flipped Classroom can be seen from students' increasing efforts to manage their own learning process (Mariam et al., 2024). Students not only wait for the lecturer's explanation in class but also start reading the material, watching videos, taking notes, summarizing, looking for additional resources, and discussing with friends. The results of the study show that Flipped Classroom helps students take a more active role in the learning process. In the context of the Tarikh Tasyri' course, this independence is important because the material studied is quite extensive and requires gradual understanding. With pre-class materials, students have the opportunity to recognize the initial concepts before receiving reinforcement and clarification from lecturers in class (Ma'ruf, 2024). In Zimmerman's perspective, self-regulated learning includes the ability of students to forethink, perform, and evaluate their learning process (*self-reflection*) (Darmiany, 2012). The implementation of Flipped Classroom supports this process because students are given space to start learning before the class begins.

In the planning stage (*forethought*), the implementation of flipped classroom plays an important role in building students' initial readiness by providing pre-lecture learning materials, such as PDFs and learning videos. The provision helps students understand that the learning process does not begin only when the lecturer explains in class, but can also be done independently through preparation before class (Hai & Geraets, 2023). This condition aligns with the character of self-regulated learning, which requires students to be aware of their goals, learning strategies, time management, and readiness to manage their

own learning process. In practice, some students showed an intrinsic drive to understand the material before class started, while others were still learning because of the lecturer's direction. However, both forms of encouragement still show that *Flipped Classroom* is able to facilitate the habituation process towards independent learning. Lecturer direction in the early stages can be understood as a form of *scaffolding* to help students build independent learning habits (Erlina et al., 2024). This is important because the success of *Flipped Classroom* relies heavily on students' ability to organize learning before and during class. This is in line with the research of Lejia, Khe Foon, Jiahui (2024), which explained that the support of learning regulations in flipped classrooms can increase student engagement, learning strategies, and academic performance while learning designs that combine digital materials, pre-class activities, and learning reflection can strengthen *self-regulated learning skills*. Thus, the freedom to choose sources, time, and learning methods strengthens learning independence, as students are not limited to a single pattern of understanding but are given the opportunity to manage their academic needs in a more flexible, conscious, and responsible manner.

At the performance stage, the flipped classroom research demonstrates that it can encourage students to develop a range of independent learning strategies. Students actively read PDFs, watch videos, take notes, discuss, and make use of difficult material. This variety of behavior reflects their ability to choose and manage learning methods according to their individual needs. The characteristics of the Tarikh Tasyri' course that are historical, conceptual, and require high precision make the choice of learning strategy very important for students. Accuracy in choosing this strategy will help students understand the material and train them to manage their development steps actively and responsibly (Maiti & Priyaadharshini, 2026). In this case, lecturers also continue to play the role of facilitators, in accordance with the research results, which showed that students still need clarification from lecturers to ensure their understanding remains valid and in line with the scientific framework of PAI. This is in line with the principle that *an effective Flipped Classroom* requires collaboration between students and structured instructional design (Maiti & Priyaadharshini, 2026). This is reinforced by research by Silverajah et al (2022) which explained that students' independence is positively correlated with their learning outcomes in the *Flipped Classroom environment*. The increase in student initiative in reading, watching, taking notes, finding additional resources, and evaluating comprehension independently is clear evidence that the *Flipped Classroom* provides a learning experience that substantially strengthens students' independent learning.

From the research stage, at the *self-reflection stage*, *Flipped Classroom* encourages students to develop evaluative awareness of their learning process in a more efficient and sustainable manner. This can be seen from the behavior of students who reopen material, review misunderstood passages, discuss with friends, or prepare questions for the next meeting. This awareness is in line with the framework of learning independence, according to Zimmerman, which places *self-reflection*, including self-evaluation, quality assessment, and affective reactions, as the conclusion of independent learning that connects the current learning experience with the next learning planning (Zimmerman, 2000). So that students who are able to identify parts of the material that have not been understood and take further steps to find the real explanation have moved from a passive learning pattern to active control over their own cognitive processes. On the other hand, the presence of inclusive students among the informants strengthened the findings of this research. Their presence demonstrates that the Flipped Classroom has the potential to accommodate a diverse range of learning needs. Flexible pre-class materials allow students to learn at their own pace without the social pressure of in-person discussions or presentations. Durmuşoğlu and Sakallı Demirok (2025) stated that Flipped Classroom is a pedagogical approach that supports inclusive education through increased practice time and active learning activities in the classroom. This model provides students with opportunities to understand the material more practically, deepen their understanding, and improve class interaction. Thus, *the Flipped Classroom* can be developed as a comprehensive, inclusive learning strategy through the provision of a choice of participation forms by lecturers. These options can include written notes, small-group discussions, individual reflections, or gradual oral responses.

Overall, *the Flipped Classroom* has proven to make a positive contribution to the learning independence of PAI students through the development of Zimmerman's three stages of *self-regulated*

*learning*, namely *forethought*, *performance*, and *self-reflection*. In the *forethought* stage, students begin to prepare themselves before class by reading or watching pre-class materials as an initial provision. At the *performance* stage, students develop various learning strategies, such as taking notes, seeking additional resources, and discussing, tailored to their needs. In the *self-reflection* stage, students evaluate their understanding and make further efforts when they still experience difficulties, showing that the learning process does not stop when the class ends. This independence grows gradually through habituation and active learning experiences, so that students move from dependence on lecturer instruction to more autonomous learning responsibilities. Thus, Flipped Classroom deserves to be seen as a learning strategy that strengthens students' learning independence, academic responsibility, and reflective awareness in the Tarikh Tasyri' course.

### **Research Limitations**

This research has several limitations that need to be considered. First, the number of informants was limited to 6 students, so the research findings cannot be generalized widely to all Islamic Religious Education students at Islamic universities. Second, this study was only carried out in one course, namely Tarikh Tasyri', so that the results of the research are influenced by the characteristics of the course that are historical, conceptual, and require initial reading. Third, this study used an analytical-descriptive qualitative approach, so the findings emphasize student experiences, responses, and learning processes more than statistical measures of the effectiveness of the Flipped Classroom.

In addition, the implementation of the Flipped Classroom in this study is influenced by the timing of pre-class material delivery, the number of materials, the lecture schedule, and the initial readiness of different students. Therefore, the results of this study should be understood as contextual findings from one particular learning setting. Further research is recommended to involve a wider range of participants, compare multiple courses or institutions, and use a mixed or longitudinal design to examine the impact of the Flipped Classroom on learning readiness and learning independence in a more in-depth and sustainable manner.

### **CONCLUSION**

The application of Flipped Classroom to students of the PAI Study Program in the Tarikh Tasyri' course has been proven to contribute positively to students' learning readiness and learning independence. Theoretically, the findings of this study reinforce the relevance of Vygotsky's theory of social constructivism in Islamic higher education, where pre-class materials serve as mediational tools that facilitate the development of students' initial knowledge before classroom social interaction. In addition, these findings expand the empirical study of Flipped Classroom, especially in the context of Islamic Religious Education, which has been dominated by research oriented toward learning outcomes and critical thinking skills, and has not studied learning readiness and learning independence simultaneously as two main variables.

In practice, this study implies that lecturers should design the distribution of pre-class materials proportionally, taking into account the amount of material, the level of difficulty, and the timeliness of delivery, so that it does not become an additional cognitive burden for students. The design of learning activities in the classroom also needs to be designed inclusively, for example, through the provision of a variety of forms of participation such as written notes, small group discussions, individual reflections, or gradual verbal responses, so that students with diverse learning styles and needs can remain optimally engaged.

This study has limitations, including the relatively small number of informants and the scope of research that focuses only on one course and one study program. Therefore, further research is recommended to involve a wider range of participants, compare the application of Flipped Classroom across different courses or institutions, and use a mixed or longitudinal design to examine the long-term impact of this model on learning readiness, learning independence, academic outcomes, and inclusive learning practices in Islamic universities.

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