

Exploring Teachers' Pedagogical Practices of Flipped Learning in Indonesian EFL Reading Instruction

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Abstract. This study explores the pedagogical practice of EFL Indonesia lecturers in applying Flipped Learning (FL) to reading teaching. Through a qualitative approach with a descriptive design, data were collected from Likert scale questionnaires (N=30) and structured interviews (N=5) with lecturers from various universities. The findings revealed that although lecturers showed high conceptual readiness in designing FL-based lesson plans score 4.40 (88%), the practice of designing pre-class materials varied widely, ranging from the use of multimodal (66%), the inclusion of question guides (21%), to the reliance on simple videos (7%) or textbooks (6%) due to time and infrastructure constraints. In the implementation phase, class activities were dominated by collaborative interaction with a score of 4.71 (94.29%). However, the transition of the role of lecturers from material presenters to facilitators was still a big challenge, with a score of 2.71 (54.29%). Practical reflection was also not systematic, although lecturers evaluated and improved the strategy with a score of 4.00 (80%). The study concludes that the success of FL depends not only on technical readiness but also on ongoing pedagogical support through interactive material design training, facilitator role mentoring, and institutional policies that provide resources and low-tech solutions. This research contributes to the literature by highlighting the teacher's perspective and the contextualization of FL in Indonesian settings.

Key words: Teacher Pedagogical Practices; Flipped Learning; EFL Reading Instruction.

INTRODUCTION

Mastery of reading skills in learning English as a foreign language (EFL) is an important foundation for students' academic success at various levels of education. Reading is a lifelong complex learning process that involves several dimensions (González Ramírez & Pescara Vásquez, 2023; van der Weel & Mangen, 2022). Reading serves to understand the text and develop critical thinking, analysis, and reflection skills (Ardhian et al., 2020; Ramolula & Nkoane, 2023). However, reading learning in EFL Indonesian classrooms is still dominated by traditional lecture-based models that place students as passive recipients (Ali et al., 2022; Cahyono & Widiati, 2006). Models like these are often less able to accommodate the needs of 21st-century students who demand independent learning, digital literacy, and active participation. To answer these challenges, flipped learning comes as a pedagogical alternative that changes classroom dynamics by moving content instruction outside the classroom and utilising face-to-face time for in-depth interaction, critical discussion, and problem-solving to enhance learning achievement, motivation, engagement, and interaction (Bond et al., 2020; Zainuddin & Halili, 2016).

Various cutting-edge studies have highlighted the effectiveness of flipped learning in the field of EFL. Meta-analysis studies show that this approach positively impacts students' concept understanding, engagement, and motivation (C. C. Chen, 2021; Wut et al., 2022). Research in the context of EFL proves that students who engage in flipped classes tend to be better prepared when entering class, have richer vocabulary, and show better reading comprehension (Keskin, 2023; Maimaiti & Hew, 2025; Mohammaddokht & Fathi, 2022). Several international studies show that flipped learning can improve students' motivation, grammar skills, learning independence, and communication skills (Alizadeh, 2024; W. Han & Hamzah, 2024; Wei, 2025). In the context of

EFL, studies in China (Lau, 2021; Li et al., 2025), Korea (Kim & Yoon, 2021), Iran (Afzali & Izadpanah, 2021), dan Taiwan (Bezzazi, 2019) prove that this model helps students gain a deeper understanding of texts, increase speaking confidence, and expand language practice opportunities outside the classroom. In Indonesia, flipped learning has been proven to encourage learning independence and improve the digital literacy of EFL students (Putri & Nurkhamidah, 2023). Other research has also begun to highlight the potential of flipped learning, such as improving students' reading and writing skills (Atmanegara & Dianti, 2020; Putri & Nurkhamidah, 2023). Studies conducted in various parts of the world show that flipped learning can positively impact learning outcomes. The challenges that exist are often related to the readiness and willingness of teachers to adapt to this method (S.-L. Chen & Liu, 2019). If you pay attention, most of the research still focuses on the impact on student achievement and has not discussed much the teachers' pedagogical practices in designing and implementing flipped reading instruction.

The research gap is evident in the lack of exploration of how EFL teachers in Indonesia design, implement, and reflect on flipped learning practices, especially in reading learning. In fact, teacher practice is a determining factor for the success of this model, especially in the selection of pre-class materials, face-to-face interaction strategies, and the integration of formative assessments (Bond et al., 2020). Existing research measures student perception or the impact of learning outcomes (Akçayır & Akçayır, 2018; Buhl-Wiggers et al., 2023; F. Han, 2023), but ignores the perspective of the teacher as the implementer of this teaching strategy (Birova et al., 2023; Zainuddin, 2017). Therefore, this study aims to bridge this gap by exploring the views and practices of EFL teachers, how they adapt their teaching methods according to flipped learning and how they cope with the challenges at hand. This can be a practical guide for other teachers who want to adopt a similar approach in EFL reading classes.

The urgency of this research lies in the need to understand how EFL Indonesia teachers interpret and apply flipped learning in the context of reading. In-depth documentation of teacher practices can be the basis for the preparation of implementation models that are appropriate to local conditions, including the limitations of digital infrastructure, the heterogeneity of student abilities, and the demands of the national curriculum (Birgili et al., 2021; Florenso Wijaya, 2023). In addition, the research results can be used as a reference in preparing teacher training and institutional policies that encourage the transformation of technology-based learning more effectively and sustainably (OECD, 2021). Thus, this research is important both theoretical and practical to answer the challenges of reading learning in the digital era. State of the art flipped learning research continues to adapt to technological developments and social and pedagogical changes. This approach proves its success in encouraging students to be more active and responsible towards their learning process. This creates a more inclusive learning environment where students can collaborate and interact with the material in a more dynamic way (Akçayır & Akçayır, 2018; Lo & Hew, 2020; Strelan et al., 2020). This approach needs to be explored further, especially to create a model more appropriate to Indonesia's educational context. The novelty of this research lies in its explicit focus on teachers' pedagogical practice in the context of EFL reading teaching in Indonesia. This study describes how teachers design pre-class materials that support the activation of the scheme, organise critical reading activities in the classroom, and use formative assessments. This micro-pedagogical focus is expected to provide a new perspective that enriches the international literature on flipped learning in EFL, as in previous research (Andujar & Nadif, 2022; Keskin, 2023; Li et al., 2025), as well as presenting contextual findings

for the country.

Based on the description above, this study explores teachers' pedagogical practices in implementing flipped learning in reading teaching in EFL classrooms. The research focus includes the strategies teachers use in planning, implementing, and evaluating learning and the challenges and opportunities they encounter in the implementation process. Thus, the research can provide a deeper understanding of EFL teaching practices in the context of flipped classrooms that can help design more effective curricula and professional development strategies for teachers in the future.

METHOD

This study uses a qualitative approach (J. W. Creswell & Báez, 2020) to explore teachers' pedagogical practices in applying flipped learning to reading teaching in EFL classrooms. This approach was chosen because it allows researchers to delve deeply into complex phenomena related to teacher planning, implementation, and reflection in reverse learning. The research involved 30 English lecturers from private universities in various regions in Indonesia. Participant selection technique using purposive sampling (J. W. Creswell & Creswell, 2018; Etikan, 2016), considering the criteria of reading teaching experience and having applied, or at least known, the concept of flipped learning.

Data collection was conducted from June to July 2025 using two main techniques: closed-ended questionnaires and structured interviews (C. Creswell et al., 2021). The questionnaire was designed with 15 items, each of which referred to the main components of flipped learning: designing, implementing, and reflecting practices. Closed-ended questionnaire questions with a 5-point Likert scale that ranges from "strongly agree" to "strongly disagree" were applied (Joshi et al., 2015; Likert, 1932). Each of the scales has a different value, namely 5 for "strongly agree," 4 for "agree," 3 for "neither agree nor disagree," 2 for "disagree," and 1 for "strongly disagree." The results of the second instrument were structured interviews conducted with 5 lecturers willing to conduct interviews. The interview process was conducted online using the Zoom platform, considering the location of the respondents spread across various regions such as Semarang, Solo, Bandung, Kalimantan, and Lampung. This study uses a structured interview design, where the researcher prepares questions before conducting an interview. The interview guidelines were adapted and modified from (Fahmi, 2020). The design of this instrument aims to enable researchers to identify teachers' readiness levels, implementation patterns, and reflective practices in applying flipped learning in reading learning in EFL classrooms in various regions.

The validity of the data was tested by triangulating the data, which included information from various sources to strengthen the reliability of the findings (Nurmala et al., 2024). Data analysis was carried out with a qualitative descriptive approach with supporting quantitative data, by describing data from questionnaires that were analysed descriptively through the calculation of average scores and then percentages and were categorised into relevant categories, which are expected to map the pattern of teachers' pedagogical practices in the application of flipped learning (Fuchs, 2021). The findings of this study are expected to provide in-depth insights into the readiness, implementation patterns, and reflective actions teachers take in the context of teaching reading in EFL classrooms in Indonesia, to support better learning adaptation in the future.

FINDINGS AND DISCUSSION

FINDINGS

This study aimed to explore the pedagogical practices of Indonesian EFL lecturers in implementing Flipped Learning (FL) in reading instruction. The findings are presented based on data collected from the Likert-scale questionnaire (N=30) and structured interviews (N=5), organised according to the three core phases of FL: designing, implementing, and reflecting practices.

Diverse Pre-Class Design Readiness and Skills

The results of the questionnaire given to 30 lecturers showed that most respondents felt ready to design and implement flipped learning. The following is an explanation of teachers' readiness in planning flipped learning:

Percentage Score Statement I designed a lesson plan by integrating flipped learning 4,40 88,00 I chose the appropriate reading material to give before the face-to-face class 3,93 78,60 I considered the needs and abilities of students when planning flipped learning 3,71 74,29

Table 1. Teacher Readiness in Flipped Learning Planning

Statement	Score	Percentage
I designed a lesson plan by integrating flipped learning	4,40	88,00
I chose the appropriate reading material to give before the face-to-face class.	3,93	78,60
I consider the needs and abilities of students when planning flipped learning.	3,71	74,29

The data results in Table 1 show that the level of readiness of EFL lecturers in Indonesia in planning flipped learning is in the category of quite good to high. The highest score was recorded in lesson plan planning (M = 4.40; 88%), which confirms that most lecturers have strong abilities in preparing lesson plans according to the flipped classroom principle. These findings confirm the existence of adequate conceptual and pedagogical readiness to adopt the model at the planning level. The next score considered student needs and abilities (M = 3.71; 74.29%), which was the lowest indicator and illustrated the lecturer's attention to adjusting learning strategies to the needs and abilities of students. Although quite good, these results show that there are variations in the practice of learning differentiation that require further reinforcement to have an optimal impact on the student learning process followed by the aspect of reading material selection (M = 3.93; 78.60%), which indicates that some lecturers still face challenges in determining appropriate teaching materials, both in terms of the level of difficulty of the text, the relevance of the content, and the affordability of the use of digital media. These findings show that lecturers have a strong pedagogical foundation in flipped learning planning, but need further support in selecting materials and implementing differentiation strategies. Thus, interventions in continuous training, providing varied digital resources, and strengthening digital literacy are important steps to increase implementation readiness at a practical level.

However, a deeper analysis of the specific practices within this theme shows significant divergence. This gap is visually represented in Figure 1.

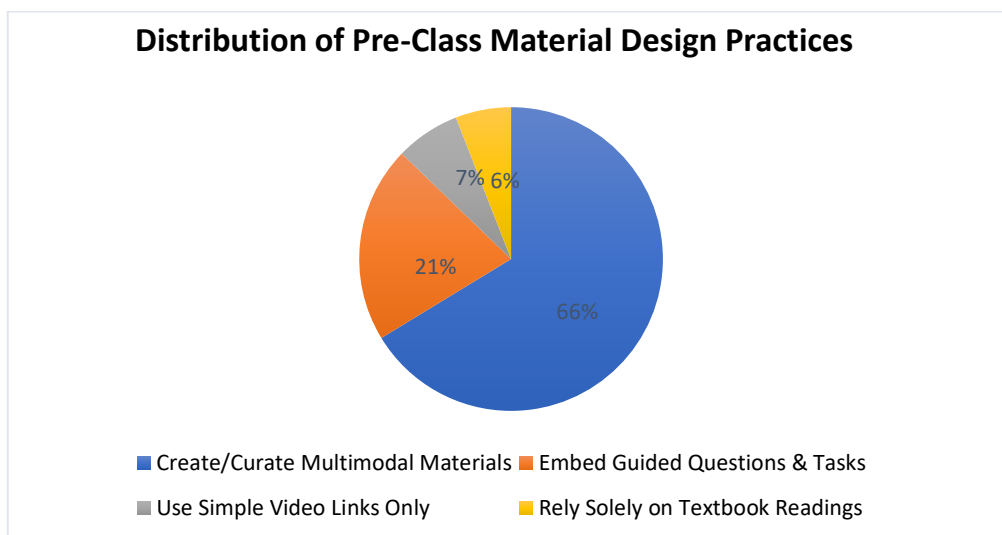


Figure 1: Distribution of Pre-Class Material Design Practices

However, a more in-depth analysis of specific practices shows significant variations, as illustrated in Figure 1. Most lecturers (66%) report creating or curating multimodal materials (e.g., videos, slides, and online readings) as pre-class materials. This shows a fairly high awareness that flipped classroom-based learning requires various learning resources to support student involvement. As many as 21% emphasised embedding questions or guide assignments in pre-class materials. This strategy reflects pedagogical efforts to activate students' critical thinking skills while ensuring they actually read or watch the material provided before the face-to-face session.

Meanwhile, 7% of lecturers still use simple video links without additional enrichment, and 6% rely entirely on reading from textbooks. This percentage is relatively small, but it indicates that some lecturers still face limitations in digital material design innovation due to technical factors, pedagogical preferences, or time constraints. This distribution confirms that lecturers are more inclined towards innovative and multimodal practices, although variations show the existence of groups of lecturers with simpler practices. These findings support the argument that lecturers' pedagogical readiness in implementing flipped learning is relatively strong, but still requires strengthening, especially in the design aspects of digital materials that are more interactive and contextual.

The results of the interviews support these findings. A lecturer from Semarang said: *"I used to make pre-class material in the form of short videos that I produced myself, complete with slides and additional readings. I believe multimodal materials are more attractive to students and help them understand the context of reading before entering class. The challenge is that it takes quite a lot of time to prepare this material."* This is consistent with most data (88%) who are ready to integrate flipped learning into the lesson plan, and (66%) who choose a multimodal strategy.

On the other hand, a lecturer from Bandung stated, *"Sometimes I use a simple video from YouTube and share a link with students. I know this isn't as comprehensive as creating the material, but time constraints made me choose the practical way. I try to compensate for that with more in-depth explanations during face-to-face classes."* This statement affirms the findings of a small group (7%) that still relies on simple videos. Infrastructure challenges also arise from lecturers in Kalimantan, who admit that they still rely on textbook reading due to limited internet access, in

line with 6% of respondents who rely on textbooks.

On the other hand, a lecturer from Solo described a more strategic practice by including a guide question: *"I usually include a guide question in pre-class reading. That way, students are not only reading the text, but also directed to find important information. This strategy makes the class discussions more lively because they already have notes and initial answers."*

Overall, this combination of data confirms that although EFL lecturers' conceptual readiness is quite high, real practice in the field is still diverse and influenced by technical, time, and pedagogical factors. Most lecturers have shown innovations with multimodal designs, but others are still in the early stages of implementation. This shows the need for support in the form of digital material design training, pedagogical assistance, and increased access to infrastructure so that implementing flipped learning can be more optimal.

Dominance of Interactive Activities in the Classroom

Data from the implementing practices section shows the most positive results for in-class engagement. The data is presented in the following table:

Table 2. Interactive Activities in the Classroom

Statement	Score	Percentage
I use class time for discussion, collaboration, or reading-related problem-solving.	4,00	80,00
I facilitate interactive activities to improve the understanding of the text.	4,71	94,29
I play the role of a facilitator, not just a material presenter.	2,71	54,29
I use technology (e.g. LMS, Google Classroom, WhatsApp) to support flipped learning.	3,79	75,71
Students are actively involved in reading activities when a flipped learning environment is used.	3,07	61,43

The questionnaire results showed a positive trend in implementing flipped learning in EFL classrooms, especially in student interactive engagement. The highest score was shown in the statement *"I facilitate interactive activities to improve text comprehension"* with an average score of 4.71 (94.29%), confirming that most lecturers utilise class time for collaborative activities that strengthen reading comprehension. In the interview session, lecturers from Lampung emphasised the importance of the relevance of reading materials. According to him, participation increases significantly when readings are associated with local issues or students' daily experiences. *"If my reading is related to the conditions around them, for example, environmental issues in Lampung, the discussion becomes more lively. Students are likelier to speak up because they feel close to the topic."*

Furthermore, the statement *"I use class time for discussion, collaboration, or problem-solving related to reading"* also received a high score of 4.00 (80.00%), indicating the consistency of lecturers in utilising face-to-face spaces for more participatory activities than traditional lectures. This aligns with the results of interviews with lecturers from Semarang who emphasised that students show higher enthusiasm when encouraged to discuss in small groups. However, he also admitted that there are still obstacles in building the courage of students to express their opinions openly in front of the class. *"Small group discussions are effective for engaging them. But when*

asked for a presentation, many students are still hesitant or embarrassed. So, I have to motivate them to speak up often."

However, weaknesses are still seen in the lecturer's role as a facilitator, with an average score of 2.71 (54.29%). This shows that most lecturers still tend to position themselves as material presenters rather than facilitators of the learning process. A lecturer from Kalimantan also explained the same thing through an interview session conducted, he admitted that changing the role from teacher-centred to facilitator is not an easy thing. He said he often reverts to the pattern of long lectures because he feels more comfortable, even though he realises that it contradicts flipped learning principles. *"Sometimes I reflexively go back to the old way, explaining a lot. Even though I know that it should give more space for students, this role as a facilitator is still a challenge for me."*

The aspect of using technology received a fairly good score (3.79; 75.71%), indicating that there are efforts to use digital media to support flipped learning, although it is not fully optimal. The results of interviews with lecturers from Bandung highlighted the problem of consistency of student preparation. He explained that although digital platforms such as Google Classroom have been used to upload pre-class materials, about a third of students still come to class without reading first. *"I can monitor who opens the material in Google Classroom, and it turns out that many people don't. Finally, class discussions become lame because only a handful of students are ready."*

Meanwhile, students' active involvement in flipped learning-based reading activities is still relatively low (3.07; 61.43%), which indicates the need for more effective strategies to encourage student readiness and participation. Respondents from Solo explained that the existence of clear question guides largely determines the effectiveness of interactive activities. Without a discussion framework, students tend to be passive and only reread the material. *"If I prepare specific guiding questions, the discussion becomes more lively. Otherwise, students sit still or reread the text."*

Overall, this study's findings show that although there are positive indications of implementing flipped learning in EFL classrooms, significant challenges still need to be overcome. Student interactive engagement is beginning to increase, but the challenges in lecturers' roles as facilitators, consistency of student preparation, and the development of effective strategies to trigger active participation still need to be considered. Therefore, lecturers must adjust their approach and make the learning experience more relevant for students to create a more conducive and productive learning atmosphere.

Reflective Practices

The evaluation of the flipped learning process needs to be analysed; therefore, the researcher includes a reflection item of practice carried out by the teacher and presented in the following table:

Table 3. Reflective Practices

Statement	Score	Percentage
I evaluate the effectiveness of flipped learning through formative/summative assessments.	4,40	88,00
I use the evaluation results (formative and summative) to improve the flipped learning strategy.	4,00	80,00

The experience of implementing flipped learning helped improve my pedagogical skills.

3,71

74,29

Data on reflective practice show that reflection has not yet become a systematic component in the flipped learning cycle implemented by most lecturers. The questionnaire results showed that the evaluation aspect of learning effectiveness through formative and summative assessments obtained the highest score with an average of 4.40 (88.00%), which shows that most lecturers have evaluated student learning outcomes as part of flipped learning practices. Furthermore, a score of 4.00 (80.00%) on using evaluation results to improve learning strategies indicates that there are efforts to adapt and continuously improve, although the implementation is not always consistent. Meanwhile, a 3.71 (74.29%) score on improving pedagogical skills through flipped learning experiences indicates that although reflection is beneficial, this process is still partial and has not been formally integrated into daily teaching practice.

These quantitative findings are reinforced by the results of an interview with a lecturer from Solo, who explains the relationship between evaluation, improvement, and improvement of pedagogical skills in practice:

“Every time I finish class, I always look at the results of the students' assignments and their responses during the discussion to assess whether the learning is successful. From that evaluation, I usually find weaknesses; for example, parts of the material are poorly understood or activities do not go according to plan. At the next meeting, I will try to improve the strategy, such as changing the type of reading or adding clearer instructions. From this process, I feel that the experience of applying flipped learning has made me more trained to think critically about how to teach myself. Although I have not formally recorded this reflection, the evaluations and improvements I have made have helped me develop my pedagogical skills gradually.”

The results of this interview confirm that although the lecturer has conducted an evaluation and used the results to improve the strategy, the reflection is still carried out intuitively and unstructured. Thus, the practice of reflection in flipped learning is more spontaneous, but still contributes to the continuous development of lecturers' pedagogical skills.

DISCUSSION

The present study offers a nuanced understanding of how Indonesian EFL lecturers implement Flipped Learning (FL) in reading instruction. It addresses a significant gap in the literature, which has predominantly focused on student outcomes and perceptions rather than teacher practices (Akçayır & Akçayır, 2018; Birova et al., 2023; Ying & Mohd Ayub, 2022). The findings reveal a complex interplay between high conceptual readiness and varied practical execution, shaped by contextual constraints and pedagogical adaptations.

The high level of readiness in lesson plan design (RPP) integration (M=4.40; 88%) indicates that Indonesian lecturers possess a strong foundational understanding of FL principles, aligning with global trends where educators show growing competence in adopting innovative pedagogies (Birgili et al., 2021; OECD, 2021). However, the significant variation in pre-class material design can range from multimodal curation (66%) to reliance on simple YouTube links (7%) or textbooks (6%), indicating a significant difference from ideal practice. This echoes challenges noted in prior research within developing contexts, where digital infrastructure and time constraints impede optimal implementation (Bond et al., 2020; Florenio Wijaya, 2023). The use of guided questions by a minority of lecturers (21%) emerges as an effective yet underutilized strategy, consistent with

findings by (Andujar & Nadif, 2022; Keskin, 2023), who emphasize structured pre-class tasks as vital for activating schema and ensuring student preparedness.

In the implementation phase, the strong emphasis on interactive in-class activities ($M=4.71$; 94.29%) demonstrates a successful shift toward student-centred learning, a core advantage of FL noted in meta-analyses (Strelan et al., 2020; Zainuddin & Halili, 2016). However, the persistent struggle to transition from a knowledge-deliverer to a facilitator ($M=2.71$; 54.29%) underscores a deep-seated pedagogical challenge. This confirms assertions by (Buhl-Wiggers et al., 2023; S.-L. Chen & Liu, 2019) that teacher resistance and ingrained traditional habits are significant barriers to FL's success, even when technological tools are adopted. As noted in interviews, the reported inconsistency in student preparation further exacerbates this issue, leading to uneven in-class engagement, a problem also identified in studies by (F. Han, 2023; Wut et al., 2022).

Though present, reflective practices remained informal and unsystematic. While lecturers used assessments to inform teaching adjustments ($M=4.00$; 80%), the lack of structured reflection mechanisms limits the potential for continuous professional growth. This finding aligns with (Birgili et al., 2021), who argue that sustainable FL implementation requires institutional support systems that foster reflective practice and pedagogical innovation.

This study addresses the identified gap by focusing on teacher pedagogical practices rather than learner outcomes. It reveals that the main challenge in the Indonesian context is not a lack of willingness or basic understanding, but rather a need for pedagogical scaffolding and contextual adaptation. To overcome this obstacle, it is necessary to develop professionally for teachers and be given a target that requires able to go beyond technical skills to coach in a facilitative role, design different instructions according to students' abilities, and practice designing pre-class materials equipped with strong guiding questions. In addition, Universities should develop shared repositories of curated, contextually relevant FL resources to reduce individual lecturer workload. Policy should incentivise and reward innovative teaching practices. And as a solution for regions with unstable internet, instructors can be trained to employ effective low-tech FL strategies, such as using textbooks with structured guided questions and leveraging mobile-friendly platforms like WhatsApp for material distribution and discussion (Fahmi, 2020).

Future studies should longitudinally track the impact of structured teacher training programs on FL efficacy. Furthermore, research could explore the design and validation of a contextually appropriate framework for FL in Indonesian EFL reading, incorporating principles of reflective practice and differentiated learning. Finally, investigating student perspectives on teacher facilitation styles in FL classrooms would provide a more holistic view of the learning dynamic and offer complementary insights for pedagogical improvement. By bridging the gap between theory and practice, this study contributes a contextualised perspective to the global discourse on FL, offering evidence-based pathways for enhancing reading instruction in Indonesia and similar EFL environments.

CONCLUSION

This study concludes that Indonesian EFL lecturers exhibit a strong conceptual readiness and a positive disposition towards implementing Flipped Learning (FL) in reading instruction, as evidenced by their high competency in integrating FL into lesson plans (RPP). However, this readiness does not uniformly translate into optimal practice. The implementation is characterised by significant variation, particularly in the design of pre-class materials, where a reliance on non-

interactive resources and an underutilization of guided questions persists. While in-class activities successfully shift towards interactivity and collaboration, a fundamental challenge remains in the lecturers' transition from traditional knowledge-deliverers to facilitators of learning. Furthermore, reflective practices, though present, are largely informal and unsystematic, limiting opportunities for sustained pedagogical growth. These challenges are exacerbated by contextual constraints such as inadequate digital infrastructure, time limitations, and inconsistent student preparation. Therefore, the successful integration of FL in the Indonesian EFL context necessitates moving beyond basic technical training towards comprehensive pedagogical scaffolding. This includes structured professional development focused on facilitative strategies, differentiated instruction, and the design of interactive pre-class tasks, supported by institutional policies that provide access to curated resources, foster reflective practice, and encourage the adoption of low-tech solutions for regions with limited connectivity. This study underscores that the true potential of FL lies not in the model itself, but in the teachers' pedagogical expertise and the ecosystem of support that enables its effective execution.

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