

Implementing the Flipped Classroom Model to Foster EFL Students' Learning Autonomy

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ABSTRACT

This study investigates the implementation of the flipped classroom model to enhance EFL students' learning autonomy at one of junior high school in South Nias. Using classroom action research based on Kemmis and McTaggart's (2014) model, the study involved 25 ninth-grade students over two cycles. Quantitative data were collected through questionnaires, while qualitative data were obtained via interviews, observations, and document analysis. Findings indicate that the flipped classroom model improved students' autonomy by fostering engagement, self-regulation, and responsibility in managing their learning. Challenges included limited technological access and varying student readiness. The study highlights the need for adaptive teaching strategies and suggests further research on the long-term impact of the flipped classroom model in different educational settings

INTRODUCTION

The rapid advancement of technology and its integration into education has led to significant shifts in pedagogical approaches. Traditional classroom settings often rely heavily on teacher-centred methods, which may hinder students' ability to develop self-regulated learning skills. This issue is particularly evident in the context of English as a Foreign Language (EFL) learning, where students' autonomy plays a crucial role in mastering the language. In many rural areas, such as South Nias Regency, Indonesia, students struggle with independent learning due to limited access to resources and a prevailing culture of dependency on teachers. These challenges necessitate innovative instructional strategies that can foster learning autonomy while accommodating the unique educational environment of such regions.

One promising approach to addressing this issue is the flipped classroom model, which shifts the traditional learning paradigm by enabling students to engage with instructional materials before attending in-class sessions. This model allows students to process content at their own pace and utilize classroom time for active learning activities, discussions, and problem-solving exercises. By implementing the flipped classroom model, this research aims to investigate its effectiveness in fostering EFL students' learning autonomy, particularly in a rural Indonesian setting where such pedagogical innovations are still underexplored.

This study contributes to knowledge enrichment in several ways. Firstly, it provides insights into the application of the flipped classroom model in an under-researched educational context, thereby capturing a unique sample. Secondly, it extends theoretical discussions on learner autonomy by examining how a constructivist-based approach influences students' self-regulated learning behaviours. Lastly, the study presents empirical findings that highlight both the benefits and challenges of integrating the flipped classroom model in environments with limited technological infrastructure. The research findings are expected to inform educators, policymakers, and curriculum developers on the potential of this model in enhancing learning autonomy among EFL students.

The primary objectives of this study were to know how the flipped classroom model foster students' learning autonomy and what challenging the teachers face in implementing this method.

LITERATURE REVIEW

A. Theoretical Review

1. *The Flipped Learning*

The flipped classroom model is a student-centred learning approach that reverses traditional teaching methods by delivering instructional content outside the classroom, typically through digital media, while class time is used for interactive learning activities. According to Bergmann and Sams (2012), this model enables students to engage with new material at their own pace before attending class, where they can clarify concepts, collaborate with peers, and apply knowledge through problem-solving activities.

The foundation of this model is based on Constructivist Learning Theory, particularly Piaget's Cognitive Constructivism and Vygotsky's Social Constructivism. Piaget (1972) emphasizes that learners actively construct their

understanding through experiences, while Vygotsky (1978) highlights the importance of social interaction in learning. By utilizing multimedia resources, students can repeatedly access instructional content, fostering self-regulated learning and deeper comprehension (Steele, 2016). Additionally, the flipped classroom model aligns with Bloom's taxonomy, where lower-order cognitive skills (remembering and understanding) are developed at home, while higher-order thinking skills (applying, analysing, and evaluating) are cultivated through classroom discussions and activities (Hendriana & Sumarmo, 2014).

Despite its numerous advantages, such as increased student engagement, flexible learning opportunities, and enhanced comprehension (Hsieh et al., 2017), the flipped classroom model also presents challenges. One major issue is the accessibility of technological resources, as not all students have reliable internet access or the necessary devices for digital learning (Meliani et al., 2022). Furthermore, some students may struggle with self-directed learning due to internal psychological factors or external barriers, such as institutional constraints and limited support from teachers (Benson, 2008; Dam, 2011). Teachers also face difficulties transitioning from traditional instructors to facilitators of learning, which requires a shift in teaching strategies and classroom dynamics (Little, 1991; Martinez, 2008).

To address these challenges, structured implementation steps have been proposed by Bishop and Verleger (2013) and Bergmann and Sams (2012), which include preparing students for video-based learning, fostering peer collaboration, guiding discussions, and assessing students' understanding through interactive class activities. Despite its limitations, the flipped classroom model remains an effective strategy for fostering student autonomy and optimizing classroom learning experiences.

2. Students' Learning Autonomy

Learning is a fundamental aspect of education, influenced by various models and approaches. Scholars define learning as a process of training, experience, and behavioural change (Whittaker; Cronbach; Winkel; Slameto; Hilgard). In the educational context, autonomy in learning is crucial. It refers to students' ability to think critically, act autonomously, and take responsibility for their learning (Mustari, 2014; Mudjiman, 2011). Autonomy does not mean learning in isolation but rather engaging in self-directed learning while interacting with peers and using them as benchmarks for improvement (Rusman, 2014). Students with high learning autonomy can navigate challenges, develop effective learning habits, and become lifelong learners (Donald R., 2014).

Characteristics of autonomous learners include self-direction, the ability to seek answers, proactive engagement, problem-centred learning, collaboration, and the capacity to apply knowledge in real-life situations (Sugandi, 2013; Mudjiman, 2011). These traits highlight their responsibility in managing their learning process and evaluating outcomes (Choiroh et al., 2018).

Several internal and external factors influence learning autonomy. Internal factors include self-concept (Slameto, 2003), motivation (Yasmin, 2005), attitude (Notoatmodjo), interest (Syah, 2009), and learning habits (Dachmiati,

2017). Meanwhile, external influences come from the environment, society, school, and family (Sugianto et al., 2020). A positive environment fosters independence, while social interactions, school conditions, and family support significantly impact students' ability to become autonomous learners (Baharuddin, 2017; Mufidah, 2016).

According to Holec (1981), learning autonomy is reflected in students' ability to set learning goals, select learning materials, determine learning techniques, manage their learning, and engage in self-reflection. These indicators align with the goal of fostering autonomy, motivated, and self-regulated learners.

3. Promoting Learning Autonomy through the Flipped Classroom Model

The flipped classroom model effectively fosters autonomy students' learning autonomy by fostering essential skills such as goal setting, selecting learning materials, applying strategies, managing time, and engaging in self-reflection (Bergmann & Sams, 2012).

Students in a flipped learning environment have the flexibility to set their own learning goals based on pre-class materials, aligning with Holec's (1981) emphasis on autonomous learning objectives. They autonomy select relevant learning resources, developing critical thinking skills (Long et al., 2017). The model also encourages the application of personalized learning strategies, such as revisiting instructional videos and note-taking, promoting deeper understanding (Hwang et al., 2015).

Moreover, the model strengthens students' time management skills, as they must allocate their study time effectively (Lai & Hwang, 2016). It also supports self-reflection, allowing students to assess their understanding and adjust their strategies accordingly (Zainuddin & Halili, 2016). Finally, class time is optimized for collaborative activities, enhancing teamwork and communication – key components of learning autonomy (Chen et al., 2017). By integrating these elements, the flipped classroom model empowers students to become autonomy and proactive learners, making it particularly relevant for EFL education, where autonomy is essential for language mastery.

B. Conceptual Framework

The flipped classroom model was implemented in this study to foster students' learning autonomy, defined as their ability to regulate and take responsibility for their own learning process. According to Holec (1981), autonomy in learning involves self-direction, critical thinking, problem-solving, and decision-making skills, all of which are crucial for academic success and lifelong learning. However, observations conducted in this study indicated a lack of autonomy among EFL students, as they tended to rely on their classmates to complete assignments rather than engaging in autonomy learning. Additionally, teachers faced challenges in integrating technology and continued to rely on teacher-centred instruction, which limited student engagement and active participation.

The flipped classroom model, grounded in constructivist and self-determination theories, offered a solution by shifting passive learning to active engagement. Vygotsky's Social Constructivism Theory (1978) emphasizes that students learn best through interaction and collaboration, which the flipped model facilitates by allowing classroom time for discussions, problem-solving,

and group activities. Similarly, Deci and Ryan's (1985) Self-Determination Theory highlight that autonomy, competence, and relatedness drive motivation—factors that are fostered when students take control of their learning.

METHODOLOGY

Empirical studies affirm the effectiveness of this approach. Putra and Utami (2022) found that students in flipped classrooms demonstrated higher levels of autonomy compared to those in traditional settings. Hastuti (2020) emphasized its benefits for students with special needs, as flexible access to materials enabled them to learn at their own pace. Additionally, Sari et al. (2020) highlighted the role of video-based learning in promoting autonomy exploration and self-regulated learning.

By allowing students to select learning resources, set personal learning goals, and manage their study time, the flipped classroom model cultivates self-regulation and intrinsic motivation. This transformation from teacher-centred to student-centred learning, engagement, and deeper understanding, preparing students for lifelong learning. Therefore, integrating the flipped classroom model with technology-driven learning strategies is essential to developing autonomous and proactive learners in the modern educational landscape.

RESULTS

1. Reconnaissance

The study began by identifying field problems related to students' learning autonomy in English. Through classroom observations and interviews with the English teacher, it was found that students exhibited low levels of autonomy, particularly in setting their own learning goals, selecting materials, and employing learning strategies.

The interviews revealed that several factors contributed to students' low learning autonomy. Many students struggled with complex material, requiring constant guidance from the teacher. Additionally, the long-established learning habits of waiting for detailed explanations rather than seeking solutions independently posed a challenge. Limited access to additional learning resources outside the classroom further restricted students' opportunities for independent learning. Teachers also faced challenges in fostering learning autonomy, including difficulties in breaking students' traditional study patterns, the absence of effective measurement tools for autonomy, and limited proficiency in utilizing technology for instructional purposes. While the teacher recognized the benefits of integrating technology, its use remained inconsistent and largely confined to basic Power Point presentations.

Despite these challenges, the teacher implemented several strategies to foster students' autonomy, such as assigning exploratory tasks, facilitating group discussions, and allowing students to select topics based on their interests. However, the effectiveness of these efforts was hindered by students' ingrained dependency on teachers, their reluctance to take initiative, and inadequate exposure to diverse learning resources. The findings underscore the need for a structured intervention, such as the flipped classroom model, to gradually shift

the learning paradigm from teacher-centred instruction to a more student-driven approach that promotes autonomy, critical thinking, and active engagement in the learning process.

Students' learning autonomy in pre-cycle 1 was also measured as a benchmark in this classroom action research. The results of this measurement can be seen in the table 1.

2. The Implementation of Flipped Classroom Model

Description of Cycle 1

To address students' limited autonomy in learning English, the flipped classroom model was chosen. During a meeting, several strategies were formulated. Learning materials, including videos, would be provided before class to help students set clearer learning objectives, reduce confusion in material selection, and improve time management by encouraging better study discipline. To enhance student engagement, they would participate in selecting preferred learning techniques and be encouraged to summarize lessons during face-to-face sessions to foster self-reflection. A survey revealed that most students preferred WhatsApp as the primary learning platform, leading to the decision to share educational materials, including YouTube links, via a WhatsApp group. Additionally, students expressed a preference for interactive, video-based learning over teacher-centered approaches. Lesson planning focused on report text, covering its explanation, social function, structure, and language features, with an emphasis on verbs 1 due to students' limited grammar skills. Relevant YouTube videos were curated and reviewed by the teacher, and approved content was shared.

The implementation of the flipped classroom model in the acting and observing phase was divided into two main activities: independent learning at home and interactive learning in the classroom. Before face-to-face meetings, students were provided with learning materials, primarily in the form of videos, to study independently. These materials aimed to enhance their vocabulary and understanding of report texts, particularly on Indonesian fauna. At the end of each class, additional learning resources were distributed to encourage students to manage their own learning time and pace. During face-to-face sessions, discussions and reflections were conducted to assess students' comprehension, clarify misunderstandings, and encourage self-directed learning.

In the classroom setting, learning activities were structured into three phases: opening, main, and closing. The opening phase involved assessing students' initial understanding through pre-tests and introducing key concepts. The main activities focused on ensuring students had access to the learning materials, checking comprehension through discussions and feedback, and incorporating suggested learning techniques. The closing phase reinforced learning by distributing supplementary materials and encouraging students to reflect on their progress. The cycle concluded with a post-test to measure improvements in learning autonomy and evaluate the effectiveness of the flipped classroom model.

The reflection session highlights key aspects of the flipped classroom implementation, focusing on content delivery, accessibility, classroom activities, and student learning autonomy. The materials provided in the forms of videos

and written resources that guided students in understanding and composing report texts. These materials were distributed systematically, ensuring that students could engage with them outside of class to build foundational knowledge before in-class activities. Accessibility was a crucial factor, as students were encouraged to review videos and notes at their own pace, promoting flexibility in learning. The detailed results provide a comprehensive view of students' learning autonomy during Cycle 1.

Tabel 1. Comprehensive View of Pre-Cycle 1 dan Post-Cycle 1

Learning autonomy aspect	Pre-Cycle 1	Post-Cycle 1	Increase (%)
Determining learning objectives	52.8	72.6	+14.4%
Selecting learning techniques	56.8	70.3	+13.5%
Time management in learning	60.5	74.1	+13.6%
Self reflection	55.7	71.5	+15.8%
Mean	57.8	72.13	+14.3%

The results of post-cycle 1 demonstrate a significant improvement in students' learning autonomy compared to pre-cycle 1. The average autonomy score increased from 57.8 to 72.13, with notable improvements in key aspects such as determining learning objectives (+14.4%), selecting learning techniques (+13.5%), time management (+13.6%), and self-reflection (+15.8%). These findings indicate that students became more proactive in setting their learning goals, choosing appropriate study strategies, and managing their study time effectively. Additionally, students showed greater engagement by utilizing instructional videos before class, actively participating in discussions, and demonstrating better self-regulation in their learning process.

Despite these positive outcomes, some challenges remained. A few students still struggled with maintaining self-discipline, particularly in managing distractions during independent learning. Additionally, some required further guidance in selecting the most effective learning techniques suited to their individual needs. Another issue observed was the inconsistent motivation of some students outside the classroom, suggesting the need for structured feedback, peer mentoring, and adaptive learning strategies. Overall, post-cycle 1 results validate the effectiveness of the flipped classroom model in fostering student autonomy, but further refinements are needed to ensure sustained progress and address the varying levels of student autonomy.

The qualitative findings from post-cycle 1 indicate that students became more proactive in learning, actively engaging with instructional videos, participating in discussions, and collaborating with peers. They demonstrated improved self-directed learning, asking deeper questions and seeking additional resources. However, some students struggled with self-discipline and needed more guidance in managing their study schedules and utilizing learning resources effectively. While peer discussions were beneficial, some students

hesitated to participate fully. These results highlight the effectiveness of the flipped classroom model in fostering autonomy but suggest the need for personalized guidance, peer mentoring, and structured reflection to support all learners.

Description of Cycle 2

The re-planning session for cycle 2 focused on enhancing students' learning autonomy through structured group activities and refined lesson planning. The English teacher highlighted the positive correlation between autonomy and comprehension, leading to the integration of tasks that require independent learning, such as small research projects on Indonesian fauna. To address previously identified challenges, a peer mentoring system and group-based study planning were introduced, ensuring students could collaboratively manage their study schedules, boost confidence, and evaluate their understanding more effectively. Course grids and lesson plans were adjusted to incorporate autonomy-focused activities, including group planning, discussions, and reflection sessions. Additionally, tailored learning materials, such as research worksheets and evaluation rubrics, were developed to support group learning. A reward system was also proposed to encourage progress in learning autonomy. The ultimate goal of these strategies is to increase students' self-regulated learning skills and achieve an average learning autonomy score of at least 80% by the end of cycle 2.

The acting and observing phase of cycle 2 focused on fostering students' ability to select learning materials and manage their learning independently. Through structured group activities, students engaged with instructional videos, report text examples, and additional learning resources, allowing them to explore concepts at their own pace. Classroom activities encouraged collaboration, with students organizing information, dividing tasks, and utilizing checklists to structure their reports. Reflection sessions further reinforced self-directed learning by prompting students to evaluate their progress and identify areas for improvement. The integration of WhatsApp for feedback and revisions extended learning beyond the classroom, ensuring continuous engagement with the materials.

The structured lesson flow—beginning with pre-class preparation, followed by interactive discussions and group work, and concluding with self-evaluation—enabled students to enhance their comprehension and learning autonomy. Classroom activities transitioned from introducing report text concepts to peer collaboration and reflective learning. The post-test results and qualitative reflections indicated progress in students' ability to plan, execute, and assess their learning, highlighting the effectiveness of the flipped classroom model in fostering autonomy. However, challenges such as maintaining motivation and ensuring equal participation persisted, underscoring the need for continued refinement in instructional strategies to further support student autonomy.

The reflection session in cycle 2 highlighted the effectiveness of the flipped classroom model in enhancing students' learning autonomy and engagement. The instructional materials, including videos, written texts, and detailed

feedback, were systematically delivered and made accessible through in-class sessions and WhatsApp communication. Classroom activities were structured to support students in selecting and organizing their learning materials, collaborating in groups, and applying comprehension checks through peer discussions and teacher feedback. Additionally, incorporating student-suggested learning techniques helped create a more interactive and student-centered learning environment. The integration of continuous feedback, structured learning activities, and reflective discussions enabled students to take a more active role in their learning process.

Tabel 2. Comprehensive View of Post-Cycle 1 and Post-Cycle 2

Learning autonomy aspect	Post-Cycle 1	Post-Cycle 2	Increase (%)
Determining learning objectives	72.6	85.4	17.6%
Selecting learning techniques	70.3	83.2	18.4%
Time management in learning	74.1	86.9	17.3%
Self reflection	71.5	84.7	18.5%
Mean	72.13	85.05	17.9%

Table 2 demonstrates a further improvement in students' learning autonomy, with an average score increasing to 85.05, indicating a transition to a very high level of autonomy. Across all measured aspects, students showed substantial progress: their ability to determine learning objectives increased to 85.4, their skill in selecting appropriate learning techniques rose to 83.2, their time management in learning improved to 86.9, and their self-reflection skills strengthened to 84.7. This improvement suggests that students became more confident and proactive in taking responsibility for their learning, making more informed decisions about their study strategies, and effectively managing their time.

Despite this positive trend, minor challenges remain, particularly in ensuring consistency in autonomy learning habits. While students exhibited greater engagement in reflective practices, some still required further encouragement to sustain their self-directed learning outside the structured classroom setting. These findings reinforce the effectiveness of the flipped classroom model in fostering learning autonomy while highlighting the need for ongoing support mechanisms, such as personalized feedback, continuous reflection activities, and adaptive learning strategies, to maintain and further enhance students' independent learning skills.

The qualitative findings from Cycle 2 indicate the improvement in students' learning autonomy and engagement through the implementation of the flipped classroom model. Observations and interviews revealed that students became more proactive in selecting and organizing their learning materials, utilizing instructional videos, and engaging in group discussions. The structured group system, peer mentoring, and continuous teacher feedback provided a

supportive environment that encouraged collaboration and independent problem-solving. Students also demonstrated greater confidence in expressing their ideas and managing their study time, reflecting a shift towards self-directed learning.

Despite these improvements, challenges remained based on the second research question what the challenging face in implemented the flipped classroom model particularly in maintaining motivation and ensuring equal participation within groups. Some students still required additional support in developing self-discipline and taking full responsibility for their learning outside of class. However, the integration of student-suggested learning techniques and reflective discussions contributed to a more interactive and student-centred approach. Overall, Cycle 2 reinforced the effectiveness of the flipped classroom model in fostering students' autonomy, though further refinements are needed to address the varying levels of autonomy among students.

DISCUSSION

This study indicates that implementing the flipped classroom model effectively fosters EFL students' learning autonomy. The observed improvements in students' self-regulation, engagement, and confidence suggest that providing instructional materials before in-class sessions allows learners to take greater responsibility for their own learning. This aligns with previous research indicating that flipped learning promotes deeper understanding and independent study habits (Bergmann & Sams, 2012).

Through structured interventions and iterative reflection cycles, the CAR methodology facilitated continuous improvement in teaching strategies and student participation. Initially, students exhibited hesitation in managing their learning outside the classroom. However, as they adapted to the flipped model, their ability to set learning goals, access resources independently, and reflect on their progress improved. This supports the notion that autonomy in learning develops gradually through scaffolded instruction and guided practice (Little, 1991).

One challenge identified in the study was students' limited access to technology, which hindered their ability to engage with pre-class materials effectively. To address this, alternative instructional strategies such as printed materials and offline discussions were integrated into the intervention. This highlights the importance of flexible implementation in ensuring equitable access to learning resources, as suggested by previous research on flipped learning in under-resourced settings (Zainuddin & Halili, 2016).

Additionally, teacher reflections indicated that providing explicit guidance during the early stages of implementation helped students transition from passive to active learners. The role of the teacher as a facilitator rather than a sole knowledge provider became more evident as students developed independent learning habits. This aligns with constructivist principles emphasizing student-centred instruction and interactive learning experiences (Vygotsky, 1978).

Overall, the results of this study support the effectiveness of the flipped classroom model in fostering student autonomy in EFL contexts, particularly when

combined with the cyclical nature of CAR. By continuously adapting instructional strategies based on classroom observations and student feedback, educators can enhance engagement and learning outcomes. Future research should explore the long-term impact of flipped learning on language proficiency and the integration of additional support mechanisms to optimize student learning experiences.

CONCLUSIONS AND RECOMMENDATIONS

This study concludes that the implementation of the flipped classroom model within a Classroom Action Research (CAR) framework significantly foster students' learning autonomy in EFL contexts. The findings indicate that students develop better self-regulation, engagement, and independent learning skills when provided with instructional materials before in-class sessions. The integration of flipped classroom allowed for continuous reflection and adjustment, ensuring that instructional strategies effectively met students' needs.

Despite its benefits, challenges such as students' initial resistance to self-directed learning and limited technological access were observed. Addressing these challenges through scaffolding techniques, peer discussions, and blended learning resources proved effective in improving student participation and engagement.

For practical implementation, educators are encouraged to adopt the flipped classroom model while incorporating adaptive strategies suited to their specific learning environments. Training for teachers on integrating technology and facilitating self-directed learning is essential to maximize the effectiveness of this approach. Additionally, further research should explore the long-term impact of flipped learning on students' academic performance and language proficiency to strengthen its applicability in diverse educational settings.

FURTHER STUDY

This study has limitations, including reliance on structured data collection methods, which may not fully capture students' autonomy. Limited technological access hindered engagement despite alternative solutions. The study also focused on video and text materials without exploring interactive media like podcasts or digital simulations. Future research should incorporate diverse data collection methods, improve technological accessibility, and integrate varied learning resources to enhance the flipped classroom approach.

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