THE NATURE OF FLIPPED CLASSROOM IN ISLAMIC RELIGIOUS EDUCATION: A CONCEPTUAL REVIEW AND ITS IMPLICATIONS FOR PAI LEARNING

Jalaluddin[1*], Rafizal[2], Syarifah Rahmah[3], Nia Wardhani[4]
Sultanah State Islamic University Nahrasiyah Lhokseumawe, Indonesia
* Correspondence : 20245200 06 @mhs.uinsuna.ac.id , 2024520013@mhs.uinsuna.ac.id ,
Syarifah_rahmah@uinsuna.ac.id , niawardhani@uinsuna.ac.id

Abstract
Abstract This aim For study the essence of the flipped classroom model in the context of Islamic Religious Education (PAI) as well the implications to process and quality learning . Problems main points raised is need will innovation Islamic Religious Education learning that is capable answer challenge development technology , characteristics participant educate 21st century , as well as demands participant - centered learning education . Research This use method study library research with analyze various source scientific in the form of books , articles journal national and international , as well as document relevant research that discusses flipped classrooms and Islamic Religious Education learning . The results of the study show that the flipped classroom has suitability philosophical and pedagogical with principles Islamic Education learning , such as strengthening understanding , internalization values , independence learning and optimization interaction educational in the classroom . Implications implementation of flipped classroom in Islamic Education learning includes change the role of teachers as facilitator , improvement involvement active participant educate , and utilization technology in a way meaningful For support objective Islamic education . Findings This confirm that the flipped classroom is alternative strategic in reconstruct Islamic Religious Education learning to be more adaptive , contextual , and effective .

Keywords : Flipped classroom, Islamic Religious Education , Islamic Religious Education **,** Technology learning transformation learning

INTRODUCTION

Development technology information and communication has bring change fundamental in various aspect life humans , including in field education . Technology integration in the learning process No only change method delivery material , but also influences pattern interaction between educators and participants educate as well as dynamics learning inside and outside class . The previous learning process ongoing in a way conventional and teacher -centered now start transform going to learning based technology that emphasizes flexibility , independence , and involvement active participant educate in build his knowledge . Changes paradigm This demand educator For adjust learning strategies, methods and models to remain relevant relevant with needs , characteristics , and style Study participant today 's increasingly educated familiar with digital environment .

Learning 21st century emphasizes mastery skills think critical , creative , collaborative , and communicative as competence essential things that must be done owned participant educate in face global challenges . Skills the No can achieved optimally through approach learning One direction that places participant educate as recipient information passive . Therefore that is , a participant - centered learning model student -centered learning becomes needs that are not inevitable in practice modern education . Within the framework In this case , teachers are required For No only play a role as transmitter material , but also as capable facilitator , guide and director creating a meaningful , contextual , and learning process push participation active participant educate in build his knowledge and skills .

In the context of Islamic Religious Education (PAI), the challenges learning become the more complex along with change social , cultural and developmental technologies that influence method Study participant educate . PAI does not only aim For transfer knowledge religious in a way normative , but also forming Islamic attitudes , values and characters that are reflected in behavior daily participant educate . Therefore that , the ideal PAI learning process capable integrate aspect cognitive , affective , and psychomotor in a way balanced , so that participant educate No

only understand Islamic teachings in general conceptual , but also capable live and practice it in a way consistent . The third integration aspect the become the key to Islamic values being able to internalized in a way whole and sustainable in self participant educate .

However Thus , the practice Islamic Religious Education learning in the field Still often dominated by methods lectures and assignments of a professional nature passive as well as delivery - oriented material solely . Learning patterns like This potential lower interest and motivation Study participant educate , because they not enough involved in a way active in the process of thinking , discussing and reflecting meaning material religious studies that are studied . In addition , the limitations space for dialogue and reflection critical cause PAI learning is lacking give experience deep and meaningful learning . As a result , PAI learning is frequent perceived as eye lesson less normative and theoretical contextual as well as Not yet fully connected with reality life participant educate daily .

along with development digital technology , various learning model innovation start developed as effort For answer problem learning that is conventional and less participatory . Utilization technology enable the learning process ongoing in a way more flexible , interactive , and participant - centered educate . One of the learning models that gets attention wide in a number of year final is a flipped classroom. This model offer approach flipped learning pattern traditional , where delivery material done outside class through digital media, such as learning videos or online platforms, while activity face face in class focused on discussion , problem solving problems , collaboration , and strengthening understanding participant educate to material that has been studied previously .

In a way pedagogically , flipped classroom provides more opportunities wide for participant educate For Study in accordance with speed , need , and style each participant learns individually. educate can access material learning in a way independent When anywhere and anytime through various digital media, so that they own enough time For understand draft base before activity face face in class . With thus , time classroom learning can utilized in a way more effective For build meaningful interactions between teachers and participants educate , such as discussion in-depth , clarification concept , reflection value , and solution problem . Learning pattern This in line with principle learning active and reflective that places participant educate as subject main in the learning process .

Urgency implementation of flipped classroom in Islamic Religious Education learning lies in its potential in increase quality of internalization process Islamic values in participants educate . With availability time more classroom learning wide For activity discussion , dialogue, and reflection , participants educate own more opportunities big For understand meaning Islamic teachings in general in-depth , contextual , and applicable in life everyday . In addition , this model allows Islamic Religious Education teachers to play a role more optimal as mentor , facilitator , and role model in implant values Islam , so that the learning process No only mastery - oriented material , but also on the formation Islamic attitudes and characters in general sustainable .

A number of study show that the flipped classroom model is capable increase involvement learning , motivation , and understanding conceptual participant educate in a way significant . This model push participant educate For active build knowledge through the learning process independence and interaction collaborative learning in the classroom . Anderson and Krathwohl (2010) emphasize importance directed learning participant educate on achievement skills think level high , such as analyze , evaluate , and create , which can facilitated through flipped classroom approach . Meanwhile that , Arsyad (2017) emphasized that appropriate use of learning media play a role important in increase effectiveness and quality of the learning process . Findings the show that the flipped classroom has runway strong theoretical in perspective modern and relevant learning For implemented in various context education , including Islamic Religious Education learning .

Although Thus , the implementation of flipped classroom in Islamic Religious Education learning does not can done in a way partial and technical solely . This model need comprehensive understanding about essence , principles and foundations philosophically so that its application No just follow trend developing pedagogical . Without understanding adequate conceptual , flipped classroom has the potential reduced only as utilization technology in learning , without notice harmony with goals and values Islamic education . Therefore that , the foundation clear conceptual become it is important that the implementation of the flipped classroom remains guard essence pedagogical as well as capable support formation character and internalization values Islam in a way intact .

In context said , the study conceptual regarding the flipped classroom in Islamic Religious Education is very important For conducted . This study needed to study in a way critical suitability of flipped classroom with fundamental principles of Islamic education , such as gradual learning (tadarruj) , example (uswah hasanah), as well as strengthening manners and morals in the entire learning process . Through study deep conceptual , flipped classroom can understood No only as a strategy or technique learning based technology , but also as approach educational that has potential For integrate values Islam in a way substantive . With Thus , the implementation of

flipped classroom in PAI is expected capable strengthen dimensions pedagogical as well as spiritual in the educational process .

Analysis situation show that Islamic Religious Education teachers still face various constraint in integrate technology to in the learning process , both from aspect digital competence , readiness pedagogical , as well as planning systematic learning . Limitations understanding towards learning models based technology often causes utilization technology Not yet walk optimally and sustainably . Therefore that , is necessary existence guide comprehensive conceptual For help Islamic Education teachers understand direction , purpose , and principle implementation of flipped classroom appropriate and contextual . This study expected capable give framework systematic and applicable thinking as base development adaptive Islamic Education learning to current development .

Based on background behind said , the article This aim For study in a way deep the essence of the flipped classroom in the context of Islamic Religious Education through review relevant and comprehensive literature . This study focused on understanding conceptual regarding the flipped classroom as well its suitability with principles and objectives Islamic Education learning . In addition , the article this also aims For analyze implications application of flipped classroom to the Islamic Education learning process , especially in increase role active participant educate , strengthen interaction educational , as well as increase effectiveness internalization - oriented learning values Islam .

As for the plan solution problem in article This done through study library to various source scientific , such as book references , articles journal national and international , as well as publication other relevant academic with flipped classroom topics , Islamic Religious Education learning , and theory learning contemporary . Study process done with examine , compare , and synthesize ideas main from various source the in a way systematic . Study results This expected capable give contribution theoretical in the form of strengthening runway conceptual flipped classroom in PAI, as well as contribution practical as references for teachers and practitioners education in develop more Islamic Religious Education learning adaptive , contextual , and relevant with demands of the times.

LITERATURE REVIEW
1. The Concept and Nature of Flipped Classroom
Flipped classroom is a learning model that reverses structure learning traditional with move activity delivery material to outside class and utilize time face advance For activity more learning in-depth . Bergmann and Sams (2012) define flipped classroom as approach learning that allows participant educate learn material base in a way independent through digital media, while classroom interactions focused on discussion , collaboration , and problem solving problem . Approach This put participant educate as subject active in the learning process , in line with paradigm learning constructivist .

In a way pedagogical , flipped classroom is based on theory Study active and learning independent . Participants educate pushed For build knowledge through experience reflective and interactive learning . Anderson and Krathwohl (2010) emphasize that effective learning must push participant educate reach skills think level high , which can facilitated through activity meaningful class as offered by the flipped classroom.

2. Flipped Classroom in Perspective 21st Century Learning
Learning the 21st century demands mastery skills think critical , creative , collaborative , and communicative . In the context of this , flipped classroom is seen relevant Because capable create environment flexible and participatory learning . Some study show that this model can increase involvement learning and motivation participant educate through utilization technology optimally (Riyanto, 2019). In addition , Arsyad (2017) emphasized that use of appropriate learning media can strengthen effectiveness learning and improving quality understanding participant educate .

Although thus , some studies highlight that The success of a flipped classroom depends heavily on readiness. participant education and competence teacher pedagogical . Without With careful planning , flipped classrooms have the potential only become variation method delivery material based technology without give impact significant to quality learning .

3. Islamic Religious Education Learning and Its Challenges
Islamic Religious Education Learning has characteristics special Because No only aspect - oriented cognitive , but also on formation attitudes and internalization Islamic values . Islamic education emphasizes balance between knowledge knowledge , practice , and formation morals . Therefore that , Islamic Education learning requires a capable approach integrate dimensions intellectually , spiritually, and morally harmonious .

A number of study show that Islamic Religious Education learning is still tend nature normative and teacher -centered , so not enough give room for participant educate For dialogue and reflection meaning Islamic teachings in general critical condition This demand existence innovation capable learning linking PAI material with context life participant educate as well as current development .

4. Flipped Classroom in The Context of Islamic Religious Education

Implementation of flipped classroom in Islamic Religious Education learning begins get attention in a number of study contemporary . This model viewed own potential For strengthening the internalization process Islamic values through utilization time more optimal class for discussion , reflection , and reinforcement meaning . In perspective Islamic education , flipped classroom can associated with principle learning gradual (tadarruj), exemplary behavior (uswah), and strengthening of manners in the learning process .

However thus , some researchers remind that integration of flipped classroom in PAI is not may nature technical solely . Without runway clear philosophy and values , use technology in Islamic Education learning is at risk blur objective main Islamic education . Therefore that , is necessary understanding deep conceptual understanding so that the flipped classroom is truly in harmony with PAI values and objectives .

5. Debate and Gaps Study

Existing literature show existence difference view related effectiveness of flipped classroom. Some research emphasize its advantages in increase results learning and engagement participant educate , while other research highlights challenge implementation , such as readiness infrastructure , literacy digital, and load Study independent participant educate . In the context of Islamic Religious Education, studies discussing flipped classrooms are still dominated by aspects implementative and empirical , with focus on results Study .

The gap study lies in the lack of study conceptual that discusses the essence of the flipped classroom in Islamic Religious Education as well its relevance with principles Islamic education . Therefore that , research This make an effort fill in gap the with reviewing the flipped classroom in detail conceptual and analytical the implications to Islamic Education learning . This study expected can give contribution theoretical in enrich treasury thinking Islamic education , as well as become references practical for development adaptive and valuable PAI learning .

METHOD
Types and Approaches Study

Study This use approach qualitative with design study library research. Approach This chosen Because study aim For study in a way deep concepts , characteristics , and implications implementation of the flipped classroom model in Islamic Religious Education (PAI) learning through review relevant literature . Research literature allows researchers For analyze various view theoretical , results study previously , and expert opinion in a way systematic and critical . Through approach this , researcher can synthesize flipped classroom concept with principles Islamic education , so that obtained comprehensive understanding about its suitability in context Islamic Education learning without do intervention direct to subject study .

Procedure Study

Procedure study done in a way systematic and sequential , starting from stage identification and formulation problem study until withdrawal conclusion . Every stages designed each other related and continuous For ensure the review process ongoing in a way directed , consistent , and comprehensive . Procedure This covers determination focus study , search and selection relevant literature , data collection through studies documentation , data analysis qualitative , as well as compilation synthesis conceptual . Method flow research used in study This served in a way concise and systematic in Figure 1.

Figure 1. Flowchart of Research Methods for Conceptual Study of Flipped Classroom in Islamic Religious Education

Data source

Data sources in study This consists of on primary data sources and secondary data sources . Primary data sources include book scientific and articles journal reputable , good national and international , which is direct discuss flipped classroom concept , learning based technology , as well as Islamic Religious Education learning . Secondary data sources in the form of document supporters , such as proceedings , reports research and publication other relevant scientific with focus study . Selection data sources are carried out in a way purposive with consider relevance substance , credibility authors and publishers , as well as suitability source with objective study .

Data collection technique

Data collection was carried out through technique studies documentation with method browse , read , and take notes various source relevant literature with focus research . The process of searching done in a way systematic to book scientific , articles journals and publications other academics that discuss flipped classrooms, Islamic Religious Education learning , as well as theory learning contemporary . The data obtained Then classified and grouped based on theme and substance study For facilitate the analysis and withdrawal process conclusion .

Data Analysis Techniques

Data analysis in study This done use technique analysis content analysis through stages data reduction , data presentation , and data extraction conclusion . Stage data reduction is carried out with selecting and focusing relevant data with objective research , whereas stage data presentation is done with organize findings to in themes certain in a way systematically . Next , the withdrawal conclusion done through the process of interpretation and synthesis to various flipped classroom concept in perspective of Islamic Religious Education, so obtained comprehensive and meaningful understanding in accordance with framework conceptual study .

RESULTS AND DISCUSSION
The Nature of Flipped Classroom in Perspective Islamic Education Learning

Study results library show that the flipped classroom is a learning model that places participant educate as subject active in the learning process , with flip pattern learning conventional . Delivery the usual material done inside class diverted to outside class through digital media, such as learning videos , modules electronic , or online learning platforms . While that , time learning face advance utilized For activity discussion , ask answer , solution problems , and deepening material . In the context of Islamic Religious Education (PAI), the essence of the flipped classroom is not only understood as innovation technical learning , but also as approach potential pedagogical strengthening the internalization process Islamic values .

In a way conceptually , flipped classroom has suitability with principles learning in Islam, such as learning gradual (tadarruj), strengthening understanding (tafahhum), and habituation reflection (tafakkur). Participants educate given chance For learn PAI material in general independent before learning face face , so that the discussion process in class can focused on meaning Islamic teachings in general more in-depth and contextual . This is in line with the views of Anderson and Krathwohl (2010) emphasize importance learning that encourages ability think level high . The conceptual model of flipped classroom in The PAI context is presented in Figure 2.

Figure 2 Conceptual model of flipped classroom in Islamic Education context
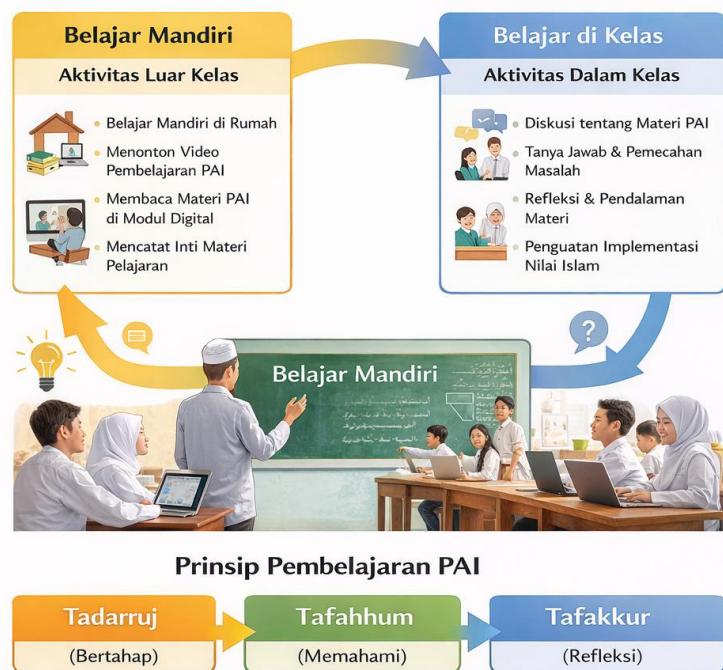
In addition , the study literature show that the use of digital media in flipped classrooms can increase Power attraction and engagement participant educate in Islamic Religious Education learning . Arsyad (2017) emphasized that the learning media designed in a way appropriate capable help participant educate understand draft abstract in a way more concrete . With Thus , flipped classroom can viewed as a relevant learning model For answer challenge Islamic Education learning in the digital era.

Implications of Flipped Classroom on Islamic Religious Education Learning

The results of the study also show that the implementation of flipped classroom has implications significant to process and quality Islamic Religious Education learning . First , this model push improvement activity participant educate in learning . With time higher class Lots used For discussion and reflection , participants educate own more space wide For put forward opinion , ask , and relate PAI material with experience life everyday . This is contribute to better learning meaningful and understanding - oriented , not just memorization .

Second , flipped classroom strengthens the role of Islamic Education teachers as facilitator , guide , and role model . Teachers do not Again focused on delivery material in a way One direction , but rather on mentoring

participant educate in understand and practice Islamic values . This role in line with draft uswah hasanah in Islamic education , where teachers become example in attitudes and behavior during the learning process ongoing .

Third , from perspective pedagogically , flipped classroom has the potential increase effectiveness Islamic Education learning with integrate aspect cognitive , affective , and psychomotor in a way more balanced . Discussion and activities designed class in a way reflective allows participant educate No only understand Islamic teachings in general theoretical , but also internalize values the in attitudes and actions . With Thus , flipped classroom can be one of alternative PAI learning models that are adaptive , contextual and relevant with demands learning 21st century .

CONCLUSION

Study This aim For study essence as well as implications implementation of the flipped classroom model in Islamic Religious Education (PAI) learning through approach studies bibliography . Based on study on the part introduction , flipped classroom is positioned as a learning model relevant innovation with demands learning 21st century and development technology education , in particular in increase quality of process and results Islamic Education learning .

Study results show that the flipped classroom has characteristics main in the form of reversal pattern learning conventional , where delivery material base done before learning face advance through digital media, whereas classroom activities focused on discussion , in-depth material , reinforcement value , and reflection religious . This model in line with principle Islamic Education learning that emphasizes understanding , appreciation , and practice Islamic values in general contextual .

Discussion more carry on disclose that the implementation of flipped classroom has the potential increase activity Study participant educate , strengthen teacher and student interactions , as well as give more space wide for internalization values religious in the learning process . Islamic Education teachers have chance For play a role as facilitators and mentors who accompany participant educate in understand and implement Islamic teachings in general more deep .

As plan development to front , implementation of flipped classroom in Islamic Education learning is necessary supported by teacher readiness in mastery technology , availability source relevant digital learning , as well support policy school . Research furthermore expected can study effectiveness of flipped classroom in general empirical through study field , so that can give more contributions comprehensive for development of innovative and sustainable PAI learning models .

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