

Flipped Class Contributes to the Development of Awareness Centered Learning and Helps the Linguistic Students Create Their Own Innovation

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Abstract. One of the linguistic learners' problems in Indonesia is the profound lack in innovating and designing the new concepts, theories and methods. Self innovation and creativity in learning are the major objectives of Awareness Centered Learning (ACL). On the other side, flipped class offers various online materials paradigm, e.g. live streaming films, online lectures, live video, peer online discussions or research, e-book, e-journal, or other digital reading texts in the outside of classroom to explore new topics in greater depth based on multidisciplinary point of views that actually demand the students on developing contemplations and designing their own innovation and concepts in studying linguistics. Nevertheless, mostly the Indonesian forensic linguistic learner are too intellectually western centered and consider every concept and theory from the west are the best without designing their own theories. On these reasons, flipped class basic philosophy as one of the blended learning models and ACL can be considered as ones of the solutions in shaping students' intellectual creativity in learning. This paper describes the contribution of flipped class to the development of ACL to help the linguistic students create their own.

Keywords: flipped class, forensic linguistic, Awareness Centered Learning, Indonesia.

1. Introduction

Most linguistic learners in Indonesia make no own ways, make no plans, make no opportunities to learn, and make no their learning evaluation. In addition, most linguistic learners are not willingness to create or revise a theory or method. They are not eager to innovate. They are also not creative and explorative in looking for opportunities to create their own concept. These statements above reflect the importance of flipped class and ACL to guide the linguistic students how to create.

Historically, it parallelizes with Indonesian Educational vision that the teaching and learning greater emphasis on learners (learning) and less focus on teachers (teaching). The teachers or lecturers just facilitate some materials to guide the students how to learn. To implement Unesco mottoes "learning to know, learning to do, learning to be, learning to live together", there were a few curriculums done by Indonesian government to prepare classrooms. As the demands of Unesco, the application of Students Centered Learning (SCL) has incisively dominated both the world and Indonesian of education and teaching. The last two decades, Indonesia responds SCL through developing *Kurikulum Tingkat Satuan*

Pendidikan (KTSP) or Variable Grade Education-based Curriculum for elementary, junior and senior high education and *Kurikulum Berbasis Kompetensi* (Competence-based Curriculum, CBC) for the higher education or universities. Therefore, the minister of education's decision letter number 176/O/2001 section 24-c and number 045/U/2002 on applied policies making concerned with the development of resources and facilities actually state that all human resources and facilities have to support the both curriculum at that time.

Since 2016, Indonesian government has introduced curriculum of *Kerangka Kualifikasi Nasional Indonesia* (KKNI) or the curriculum of Indonesian National Qualification Framework in higher education curriculum. This curriculum principles are not only evaluate the students in the aspects of knowledge, competence, expertise, and skills but also the learning outcomes and achievements obtained through educational process based on certain indicator levels [1]-[3]. In order to meet the standard of CBC and KKNI, *Students-Centered Learning* (SCL) is expected to be the reliable learning method in Indonesia. Learner role changes. The students assume increasing responsibility for their learning. It refers to the characteristics of the linguistic learners that they can make their own good learning process. The students may assess their needs and the activities preferences. The students may choose what they want to learn and how they learn linguistics.

Lecturer role also changes. The lecturers in turn become resources, facilitators, moderators, tutors, and evaluators. The lecturer should be able to guide the students in their problem solving efforts. Lecturers are suggested to give the students more motivation, more feelings of accomplishment, and setting the pattern for them to become successful life-long learners and career. The demands of Unesco and the policies of Indonesian on education and teaching are actually the decisive basis of developing various monumental works of our mine since last few years as called Awareness Centered Learning.

2. What Awareness Centered Learning Is?

Sawirman has created and developed Awareness Centered Learning (ACL) [4]-[9]. These concepts have been offered to develop SCL and to trigger the students as well how to create. These are the differences among Teaching Centered Learning (TCL), SCL, and ACL.

TCL	SCL	ACL
Focus on how the teacher teaches	Focus on how to make the students learn	Focus on how to make the students highly demands contemplate on particular concept, field, theory, knowledge
The students as the object of teaching	The students as the subject of learning	The students as the subject of innovator or creator
It has the patterns " <i>I explore, you listen</i> "	Support the students to achieve the expected competence	Support the students how to innovate and create
The students seat with minimum activities in listening to the teacher's explanations.	The students have maximum activities in the process of teaching.	The students are guided to have their own strategies in achieving their own target or competence
Content-based	Competence-based	Self-development strategies
The students are guided in rigid structure of teaching process	The students are thoroughly guided to develop themselves	The students can think critically and outside of the box
Memorizing the content is the most important	The way how the information is processed and used is the most important	Conceptual nets and trace investigations are necessary
Schooling concept	High ranking learning	Peer learning
The lecturers and teachers provide the lessons in conventional way.	Functional and vocational competence	Professional competence
Lecturers as the decision makers	The students as the decision makers	The students have expanded capabilities in developing themselves.
Teacher role as an instructor or mentor	Teacher role as a fasilitator, tutor or guide	Teacher role as an illustrator
Knowledge is taught through conventional teaching	Knowledge is gained through team skills	Knowledge is gained through self innovation and creativity
The teacher transfers the knowledge to the students	The students explore the knowledge through the teacher's support and guidance.	The students create an exemplar or model through their own succesful strategies
Learning about thing	Learning how to do and to live together	Learning to be
Learning takes place in the classroom	Learning extends beyond the classroom	Learning extends beyond the existing concept, theory or method
Knowing	Knowing by doing/ behaving	Multi-disciplinary contemplations by project-based learning
Passing the test	Use something	Produce something
Achieving the grade	Continuous improvement	Active knowledge seekers
Pedagogic tasks	Real-life tasks	Contextualizing language learning
Traditional tests, such as multiple choice, short essays, etc	Alternative assessments	The students have their own good evaluation strategies

Table 1: The Differences among TCL, SCL, and ACL (Source: [10])

It's clear that the focus on ACL is how to make the students multi-disciplinary contemplations. They are suggested highly contemplate, innovate and create on particular

exemplar, model, method, concept, field, theory, and knowledge. The students are placed as the subject of innovator, contemplator, and creator. Furthermore, the students are also guided to have their own strategies in achieving their own concept, target or competence. Self-development strategies, tactics, and competence-based are the main focus. In short, one of the ACL concepts created by [10] hope the learning extends beyond the existing concept, theory or method (see also [11]).

3. Flipped class contribute to the development of ACL and vice versa

How flipped class can contribute to the development of ACL and vice versa in the culture of studying? Before answering this question, flipped class should be mentioned first. Flipped class is one of the blended learning types. Blended learning itself is defined in different ways. Even so, blended learning is often associated with e-learning. Generally, there are two types of blended learning. They are flipped class and flex class.

As an alternative popular techniques in recent years, the flipped learning model is considered important to apply. Flipped class is one of the learning model in which students are required to do learning assignments and activities in the outside of classroom while engaging key concepts in the classroom. Lecturer(s) or mentor(s) should guide the students digitally [12],[13]

Even though, flipped classroom activities have some problems, including the failure of students to access out-of-class learning materials, this model can provide more in-class time for students to practice and apply knowledge and to receive feedback from peers and teachers or lecturers [14]. Flipped class not just shifts learning model and material digitally, but also redefines in-class activities and learning strategy [15], [16]. Based on these considerations, there are at least some similarities and contributions of flipped class to ACL (see also [7][10] for Awareness Centered Learning).

First, flipped class and ACL support the process of contemplation in which the students will give some videos as the equivalences of future class materials. The flipped class and ACL also allow the students to contemplate on their failure and success in learning. The flipped class push the students to contemplate by using multi-disciplinary approach to achieve their goals.

Second, flipped class and ACL can allow the students to innovate and help the students to think outside of the box. Since flipped class and ACL suggest the students face different challenges and situations which push them to think critically and adaptive thinking.

Third, flipped class and ACL can allow the students to develop their own strategy to adapt some multidisciplinary and trans-disciplinary theories, concepts, and new challenges. The flipped class can also allow the students to administer strategic measure to their mind and behavior in order to develop their own competence, tactics and strategies.

Fourth, flipped class and ACL may push the students to be discipline and professional including digitally otherwise they are poor learners. The flipped class and ACL can also push the students to expand their capabilities as a process of adaptive and high competences.

Fifth, flipped class and ACL give the teacher less roles and allow the students to gain maximum roles for good development. Flipped and ACL class hope the students to adapt, innovate, and create in terms of creativity. This process allows them to self innovate and to gain useful knowledge.

Sixth, flipped and ACL class may push the students to be someone and something in highly competitive level. The flipped and ACL class can allow the students to surpass existing concept and method through their real experience.

Seventh, the lecturer can create the online material to allow the student to produce their own creativity and innovation in learning in flipped class. Online materials may have deep impact in student's behavior to be active knowledge seekers. They may experience this process during watching the video. While ACL class push the students to learn more and more from different perspective in order to adapt to new emerging challenge. ACL class also allows the students to evaluate the results and to develop their own method to evaluate (Sawirman, 2014).

4. Closure

The use of flipped class in applying ACL may push the students to surpass their limitation of achievement proficiency through creativity, innovation and contemplation. This process allows (linguistic) students to acquire knowledge deeply. The aspects of online materials may put (linguistic) students in the situations to improve and develop. These benefits are hardly to achieve by using TCL and SCL since both methods lack of triggering factors to allow the students to self innovate. ACL is different since it focused on the aspects of self innovation and original creativity as one of its central concepts [7].

Acknowledgement

This work was financially supported by the LP3M of Universitas Andalas through the scheme of PPMP research in the year 2019.

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