PERCEPTIONS AND EXPERIENCES OF FLIPPED LEARNING IN ENGLISH LANGUAGE TEACHING DEPARTMENTS IN INDONESIA

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Abstract: *This paper aims to explore the perceptions and experiences of flipped learning in English teaching classes in Indonesian universities. Firstly, it explores the implementation of flipped learning worldwide in the context of English teaching. Afterwards, interviews will be conducted with the heads of departments with at least one lecturer implementing flipped learning and students who are taught using flipped learning in their English classes. From the literary works, it is found that flipped learning's benefits are in line with the need to improve Indonesian English Language Teaching. Regarding the drawbacks, flipped learning is not against the regulations of higher education institutions. Instead, it enforces the policies decreed in the university context. According to the heads of the departments, flipped learning will be more widely accepted in the future. However, there is one big concern regarding resources, particularly in remote areas. The students report better learning experiences, but also complain about study load, time limitations, IT issues, language barriers, and distractions. In addition, the student-participants also suggest being facilitated with more feedback and interactive yet meaningful activities in class.*

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INTRODUCTION

This study aims to explore the perceptions and experiences of flipped learning (FL) in Indonesian university policy, particularly in English language department classes. It studies the policy in Indonesian higher education. Then, it investigates the previous study to expose FL's nature, advantages, and challenges. Following this, the study illustrates the perceptions of heads of English departments (HoDs), FL implementing lecturers, and students taught using FL at Indonesian universities.

In the context of higher education, the Indonesian government published two guidelines in 2014 and 2016 for curriculum development. Higher education institutions were advised by the responsible ministry in 2014 to encourage the transition from teacher-centered to student-centered learning. The ministry also provided several examples of collaborative activities, including case studies, role-plays, discussions, self-directed learning, cooperative learning, and discovery learning (Directorate General of Higher Education, 2014). No particular model or methodology is mentioned in the 2016 recommendation (Kemenristekdikti Republik Indonesia, 2016). However, it emphasizes learning concepts like student-centered, cooperative, interactive, and collaborative activities.

The Indonesian government mandates the use of a credit point system, known as Satuan Kredit Semester (SKS), in universities. Each credit point is equivalent to a specified number of minutes for in-person meetings, homework, and independent study. This system allows universities to manage student workload and ensure a balance between in-class and out-of-class learning. Unlike other educational levels, such as primary school and junior and senior high school, universities in Indonesia are granted the freedom to control their own curricula (Nababan, 1991). The government requires that classes for a unit or subject be held in person at least 16 times per semester, including mid- and final exams (Kemenristekdikti Republik Indonesia, 2015). Higher education institutions are more flexible than secondary schools, which enables them to improvise and develop their instruction. In line with the policy toward student-centered learning, Indonesian universities have the autonomy to design their curricula, which has opened the door for innovative teaching models like FL.

FL belongs to the category of blended learning, which mixes in-person and technology-assisted independent self-study, in contrast to the online model, which avoids in-person meetings, and conventional learning, which does not include technology-assisted independent self-study (Stracke, 2007; Wright, 2017). To be more precise, FL reverses the actions that are typically completed both inside and outside of the classroom (Bergmann & Sams, 2012). In FL, the instructor distributes self-study materials ahead of time and then conducts activities in class.

FL has been around in the Indonesian context, particularly in higher education institutions. This model is generally compatible with the Indonesian university context, as

it does not prohibit face-to-face meetings. Thus, it is compatible with the academic credit point policy, which requires students to engage in independent and self-directed learning, assignments, and face-to-face meetings. FL also supports the promotion of collaborative and cooperative learning through interactive and group work (Chiang & Wu, 2021; Eryilmaz & Cigdemoglu, 2019; G.-G. Lee, Jeon, & Hong, 2021; Shin, Kwon, & Jung, 2022; Suwito & Hamdani, 2019; Zaka, Fox, & Docherty, 2019).

In line with the increased use of information technology devices such as smartphones, it is believed that FL will likely gain more popularity (Elmaadaway, 2018; Ketut Putri Handayani, Santosa, & Nyoman Pasek Hadi Saputra, 2018; Lijun, 2020; Öztürk & Çakıroğlu, 2021). As students and teachers gain easier access to digital resources, the flipped learning approach, which involves students engaging with materials at home and applying their knowledge through interactive activities in the classroom, becomes more feasible and effective. Although the SKS system and national education policies offer a foundation for creative instruction, there is still a gap in the literature. Qualitative research that examines the perspectives and experiences of important stakeholders, such as the HoD and students, is lacking. This study aims to fill that gap by providing an in-depth exploration of FL implementation within English language departments in Indonesia.

LITERATURE REVIEW

While FL is historically associated with developed countries due to its requirement for advanced technological infrastructures, there is a growing body of literature showing the effectiveness of FL in developing countries. Studies in these contexts have shown that FL offers better student preparation for class, better learning experiences, and improved interaction in the classroom. However, despite the growing digital technology, FL still encounters IT-related challenges (Galindo-Dominguez, 2021; Kashada, Li, & Su, 2017; Mujtaba Asad, Athar Ali, Churi, & Moreno-Guerrero, 2022; Pallathadka & Pallathadka, 2020; Singh & Arya, 2020; Youhasan, Chen, Lyndon, & Henning, 2021). FL encounters negative perceptions of being time-consuming and a heavier workload for teachers (Griffith, 2017). In addition, teachers also perceived FL as unfamiliar, lacking government support, and requiring a change in teaching culture and mindset (Chowdhury, 2020; Khan & Abdou, 2021; Mujtaba Asad et al., 2022).

In a more general context, FL has been reported to have both positive and negative impacts on ELT as a foreign language worldwide. Firstly, FL is perceived to improve learning experiences and achievement (Akçayır & Akçayır, 2018; Arslan, 2020; Bicen & Beheshti, 2022; Chen et al., 2018; Li & Li, 2022; Shahnama, Ghonsooly, & Shirvan, 2021; Turan & Akdag-Cimen, 2020). Confirming the findings, research in Indonesia also found similar improved learning outcomes (Arsanti, Wijayanto, & Suparno, 2020; Atmanegara & Dianti, 2020; Fauzan & Ngabut, 2018; Lestari, 2021; Yulian, 2021; Zamzami Zainuddin & Perera, 2018).

Secondly, FL also encourages students to be more autonomous in learning. FL is reported to help autonomous students achieve greater learning gains (Chuang, Weng, & Chen, 2018; Wagner & Urhahne, 2021). Students' motivation and confidence are also boosted compared to classes without FL implementation (Bicen & Beheshti, 2022). Independence and flexibility are also reported to improve in FL implementing classes (Aghaei, Rajabi, Lie, & Ajam, 2020; Amiryousefi, 2019; Challob, 2021; Shih & Huang, 2020). In line with the autonomy-related findings, literature in Indonesia also found improved students' flexibility (Fauzan & Ngabut, 2018; Lestari, 2021), independence (Aprianto, Purwati, & Anam, 2020; Fauzan & Ngabut, 2018; Lestari, 2021), and self-evaluation (Zamzami Zainuddin, Habiburrahim, Muluk, & Muftia Keumala, 2019; Zamzami Zainuddin & Perera, 2018).

Thirdly, interaction and engagement during classes are also enhanced with the implementation of FL. Challob (2021); (Rad, 2021; Wu, Hsieh, & Yang, 2017) reported improved interaction between students and lecturers while Aghaei et al. (2020); Amiryousefi (2019); Bicen and Beheshti (2022); G. Lee and Wallace (2018); Li and Li (2022); Rad (2021) found that students were more prepared to engage in classroom activities. This is also confirmed by the studies in the Indoesian context that interactivity and engagement are also improved during FL classes (Arsanti et al., 2020; Atmanegara & Dianti, 2020; Lestari, 2021; Zamzami Zainuddin, 2017).

In terms of FL's drawbacks, there are four main drawbacks. Despite the improved learning experiences and achievements, FL is reported to bring more workload for both students and lecturers (Aghaei et al., 2020; Akçayır & Akçayır, 2018; Arslan, 2020; G. Lee & Wallace, 2018; Li & Li, 2022; Turan & Akdag-Cimen, 2020; Vuong, Tan, & Lee, 2018). This finding is also found in Indonesian setting (Lubis & Samsudin, 2021). Several studies also stated that FL is a more resource-related issue, for example, a PC or smartphone, and internet access (Aghaei et al., 2020; Akçayır & Akçayır, 2018; Arslan, 2020; G. Lee & Wallace, 2018; Turan & Akdag-Cimen, 2020). Similarly, researchers in Indonesia also found a similar finding (Ketut Putri Handayani et al., 2018; Lestari, 2021). The following challenge is the difficulty in finding suitable materials for lecturers throughout the world (Akçayır & Akçayır, 2018; Zamzami Zainuddin & Halili, 2016) and in Indonesia (Lestari, 2021). The last challenge is unfamiliarity with FL, especially during the pre-class session (Aghaei et al., 2020; Akçayır & Akçayır, 2018; Doman & Webb, 2017; Liu, Sands-Meyer, & Audran, 2018; Vuong et al., 2018).

The recap of the advantages and challenges of FL can be seen in Table 1.

Table 1.
FL advantages and challenges

Advantages	Worldwide	Indonesia
Improved learning experiences and achievements	Yes	Yes
Improved autonomy	Yes	Yes
Improved interaction and engagement	Yes	Yes

Challenges	Worldwide	Indonesia
Heavier workload	Yes	Yes
Resource-demanding	Yes	Yes
Material selection difficulty	Yes	Yes
Unfamiliarity	Yes	Not found

Globally, a large amount of research supports the advantages of FL, which include better learning outcomes and experiences, increased student autonomy, independence, and self-assessment. Additionally, FL encourages more participation and interaction in the classroom. The benefits are also evident in Indonesia, where research has shown that FL improves learning outcomes, increases student flexibility and independence, and fosters more interaction in the classroom. This compatibility, which makes the model more practical for both students and teachers, is essential in light of the growing usage of technology such as smartphones. Additionally, FL cooperative and collaborative feature fit nicely with Indonesia's higher education system, which supports student-centered and interactive learning through government policies.

METHOD

This study aims to explore the participants' point of view; therefore, it is best suited to a descriptive qualitative method. To collect the data, this research employs interviews with the HoDs and focus group discussions (FGDs) with the students. FGD, instead of an interview, is used in this research because it is believed that in a group setting, students will be more encouraged to speak up and provide more data. The interview and FGD questions are closely related to their perceptions and experiences regarding FL.

Based on the existing literature regarding FL implementation in Indonesian ELT departments, there are two departments with two lecturers implementing FL in their classes. Furthermore, based on discussions in the ELT alumni chat group, two other departments with three lecturers implementing FL were found. In total, this study involves five English language education department classes: a class each at Universitas Agung, Universitas Cibiru, and Universitas Winda, while two classes at Universitas Mehmet. At each university, the head of the department is interviewed one-on-one, while the students, based on the recommendation from the lecturer, participate in FGDs. The number of FGD participants was limited to four. This ensures students feel comfortable and encouraged to share their experiences while maintaining data manageability. In total, there are twenty-four participants: four HoDs and twenty students.

The recap is presented in Table 2.

Table 2.
List of Participants (pseudonym)

No	University	HoD	Students
1	Universitas Agung	Heti	four students
2	Universitas Cibiru	Bila	four students
3	Universitas Winda	Henri	four students
4	Universitas Mehmet	Wiro	four students
5	Universitas Mehmet	As number 4	four students

The data acquired are transcribed and thematically analysed (Braun & Clarke, 2006). After transcribing the data, the coding process is commenced. The coding process employs a hybrid mode, which combines a deductive and inductive approach. Themes were deductively predetermined based on the existing literature. To accommodate discoveries, empty slots are provided for any new emerging themes. Then, codes are aggregated into categories or sub-themes, which were later merged to form the main themes of the study. These themes were then interpreted as the findings of the research. To ensure the analysis is trustworthy, this research describes the findings in detail to reflect reality, double-checks the analysis process to ensure no errors are committed, and utilizes varied data sources. The analysis process is illustrated in Figure 1.
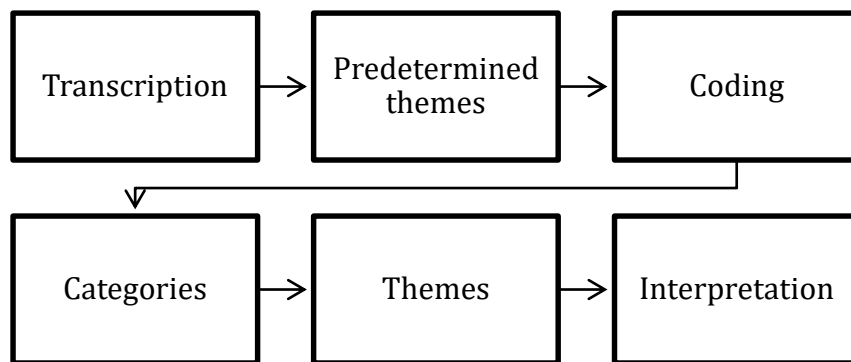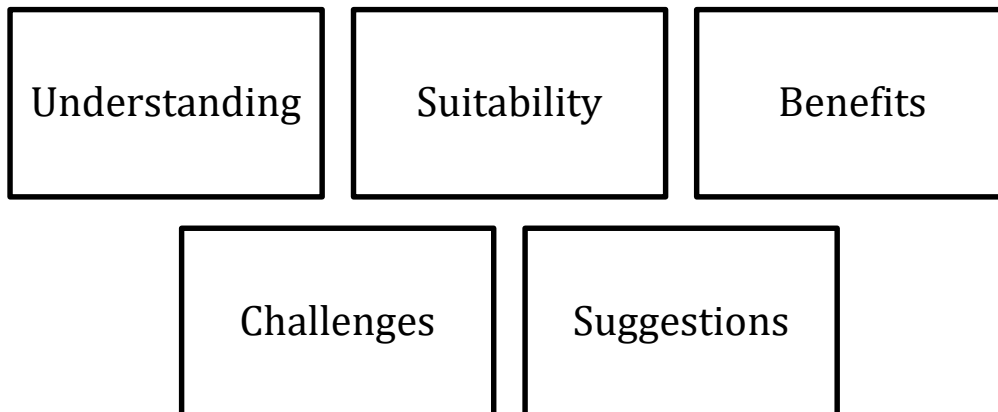

Fig. 1. Data Analysis Process

RESULTS AND DISCUSSION
Results

Through the analysis process, five themes are identified to explore the perceptions and experiences of FL in Indonesian universities, particularly in English Language Education Departments. The themes are presented in the Figure 2

Understanding	Suitability	Benefits
Challenges	Suggestions	

Fig. 2. Findings: Five themes

The first theme identified is the participants' understanding. It describes the HoDs' knowledge about FL. The second is suitability, which presents the HoDs' and students' general opinion on whether FL relates to higher education institutions nowadays. The last three themes provide a more detailed elaboration on the students' views on the positive and negative aspects of FL, as well as their suggestions for improving FL implementation.

Understanding

The first theme is understanding, which describes the HoD's knowledge of flipped learning. All HoDs demonstrated a clear grasp of the concept and were able to position it as a form of blended learning that combines conventional instruction with technology. They were able to define it as integrating face-to-face sessions with online components, as can be seen in the following excerpt:

> "I think flipped learning is a kind of learning which integrates the conventional learning." (Heti 1223 turn 4)

> "I think that flipped classroom is a part of blended learning because as far as I know, blended learning is a kind of learning combines the online and the conventional face-to-face." (Bila 0106 turn 16)

> "The terms, not too familiar with the terms but practically, we use, use blended learning here." (Wiro 0214 turn 2–4)

Suitability

The second theme is suitability, which primarily describes the stance of HoDs and students towards FL. All departments expressed support for innovations like FL being implemented within their own departments, as in the following statements:

"OK. Well, usually in our regular meetings, we express that support.". (Heti 1223 turn 26)

"Certainly, I am pro. Yes, I agree with the application of flipped classroom model into our classroom." (Bila 0106 turn 20)

"Oh, we, we cannot go against flipped learning. Because it is the direction to where our future education is gonna be part of it." (Harya 0122 turn 20–24)

In addition to the statements of support towards FL, they highlighted how universities and the government have provided platforms and required lecturers to use available IT infrastructure for blended learning.

"So, like I said that the institution has prepared a platform that can accommodate the lecturers to do the teaching and learning process by using blended learning." (Bila 0106 turn 54)

"The government has set up, you know, like an LMS called the Brightspace." (Henri 0122 turn 54)

"Because the cyber system here has been combined with eLearning." (Wiji 0214 turn 2–4).

Henri's and Wiro's universities even push further by obliging lecturers to make use of the available IT infrastructure by implementing blended learning.

"OK, so, we actually make it compulsory for teachers starting this semester." (Henri 0122 turn 20–24)

"Because the cyber system here has been combined with eLearning so that the vice-rector required three meetings at least for a lecturer." (Wiji 0214 turn 2–4).

Heti and Bila do notice the challenges of FL. However, they remain in favour of FL.

"Any kind of learning takes intensive preparation, the more intensive, the better, right?" (Heti 1223 turn 10)

"Still worth it, I think." (Wiro 0214 turn 20).

Heti and Wiro mention the students' gadgets as an opportunity for FL to grow. He argues it the gadget ownership as a possible support for FL.

"I think it is good for today's era because nowadays people, are much more attached to what we call technology."(Heni 1223 turn 6–8)

"Instead of using the gadgets only to watch YouTube, it could be an interactive media for learning." (Wiro 0214 turn 20).

Confirming the HoDs, the students also agree that FL is suitable in Indonesian education due to its nature to encourage interaction and engagement and cultural suitability.

"Suitable. Because, that is it, to bridge the passive students. Because in their groups, they feel free, not ashamed." (Citra FGD 1216 turn 825)

"I think it is suitable for application in Indonesia. In rural areas, the people are passive, the people are willing to speak when … In the scope of their group." (Dewo FGD 1216 turn 843–845)

"This method is suitable to be applied in Indonesia and Indonesian people can accept it. Because the people like to discuss, like to talk." (Satria 0131 turn 1063)

The FGD participants also discuss the curriculum of the lower education system in relation with FL

"Suitable, I think. Because, in the curriculum, high school students need to be more active compared to the teacher. So, that must be applied in higher education as well. Students must be more active than the lecturer." (Aliya 1216 turn 833)

"Because, curriculum uses HOTS [Higher Order Thinking Skills]. Then, heading to that direction, we are pushed. If we are not pushed to follow the students, how can we advance? So, they are suitable." (Ajeng 0129 turn 906)

Benefits

The third theme, benefits, is derived from the student data, and is classified into a better learning experience, flexibility, and improved interaction and engagement. The FGD participants reported a better learning experience with flipped learning, describing classes as "exciting" and "fun" due to interactive activities like discussions.

"Yeah. In my opinion, class speaking today. Enjoy, then fun, do enjoy it. The class was like, helped our speaking, speaking well." (Amel FGD 1223 turn 34)

"Because we make a group, make a discussion, tell our opinion."(Hesti 0129 turn 73)

The students also felt that the pre-class materials were not a burden but rather a "motivation" to prepare, and that the materials helped them learn better and feel more at ease in class.

"On the other hand, it was not really more study load, as it was like encouragement, yeah." (Lis 0106 turn 121)
"So I think if Maam Sarah gives the material like about PowerPoint and then videos, just like more easier for us to learn." (Rahman 20200129 turn 101)

Students also highlighted the flexibility of flipped learning, which allowed them to expand their learning by finding additional materials online, though suggestions from the lecturer often guided this.

"Given freedom. But with suggestion. Like, try to find it here, that is it." (Lis 0106 turn 513)

"Indeed given freedom. So, from the beginning, Mrs Leni provided the materials." (Ani 0106 turn 515)

"Oh yeah, for instance I had no idea how to write, sometimes, I did some browsing first."(Alice 0108 turn 596)

"Because flexible, we can submit anytime and anywhere."(Alice 0108 turn 838)

Finally, participants reported that flipped learning led to improved interaction and engagement, with more time allocated for students to share ideas in small groups.

"Today is more interactive and, like, everyone has a chance to speak up in the front of in front of their friends." (Eni 0207 turn 57)

"Because Mr Jaka's methods were always mixed, like, in group work we could share opinions." (Jasmin 0214 turn 394)

Challenges

The fourth theme is the challenges faced by students during flipped learning, which include resource-related issues, time limitations, study load, material selection, and distractions. The students reported resource-related issues such as unreliable internet, blackouts, outdated devices, and restrictions on phone use at boarding schools. The data are as follows:

"There was power cut last night, my mobile was out of battery." (Noval FGD 1216 turn 117)

"Internet connection is the problem. Moreover, it is rainy season now. And it is always hard [to get the signal] in my room." (Calis FGD 1223 turn 135)

"We only had a mobile that ring ring [featured phone]." (Lina 1220 turn 222)

"The mobile memory. The memory, the mobile is also a problem." (Ajeng 0131 turn 185)

They also expressed concerns about time limitations and study load, with some feeling under pressure from short preparation times or being overwhelmed by the number of extra materials and assignments.

"When I received the assignment, what the heck is this never ending. Like disappointed." (Raisa 0131 turn 562)

"There were a lot of assignments, we just submitted. There were five assignments submitted." (Harya 0131 turn 593)

"Yeah, heavier on the ones with videos ... Yeah, added with watching video." (Citra FGD 1216 turn 109–111)

"The material was too sudden. We have not prepared it thoroughly." (Dewo FGD 1216 turn 37)

Additionally, some participants found the materials too complicated and the vocabulary unfamiliar, making it difficult for them to prepare effectively.

"Because, what is it, the journal content, we did not, sometimes we did not understand the journal." (Sari 0103 turn 147)

"So, I did not really understand, the materials." (Faiza 0214 turn 32)

"Sometimes I read the materials, and the vocabularies were like difficult." (Atika 0214 turn 244)

An interesting finding, not explicitly noted in the existing literature, was those students with other responsibilities, such as family or work, felt distracted and unable to focus on their pre-class preparation.

"But, for me, a lazy student or has family responsibility. So, when we wanted to study, it was hard to find any spare time." (Santi 1220 turn 20)

"Yeah. Moreover, other friends who have jobs, we are occupied with activities at the boarding school. So, when we are at the boarding school, we have to focus more on all the boarding school activities." (Santi 1220 turn 258)

Suggestion

Based on the participants' experiences of being taught using FL, they suggest two main points: the need for more feedback from lecturers and improvements in classroom management. Since material delivery has been completed before the class, the class time is available for lecturers to provide feedback to students, helping them improve their performance. This additional time allocation must be well-managed; otherwise, the class interaction will be chaotic. Therefore, the students suggest having more organised classroom interaction, as can be referred to in the data as follows:

"If Mr Candra compared to Ms Eni, the feedback was very limited. Regarding the teaching practice, I think it was good, but I prefer Ms Eni. … Yeah. Because of the feedback, so we know our error, so that we will not repeat it again." (Citra FGD 1223 turn 76–78)

"Interactive, comfortable, and the students can express like the interactions should be more organised, dadada." (Syarifa 0129 turn 940)

Discussion

Understanding

From the interviews, it is evident that the HoDs have a clear understanding of FL. They can classify FL into blended learning, which blends traditional instruction with technology. Some of the interviewees also added that students are to prepare before class and to engage in more collaborative work during class, as defined by Bergmann and Sams (2012). Furthermore, they also believe that FL will be more common in Indonesia, considering the

increasing use of smartphones and the internet (Elmaadaway, 2018; Ketut Putri Handayani et al., 2018; Lijun, 2020; Öztürk & Çakıroğlu, 2021). They highlight the trends that the government is proposing for the integration of technology in education, providing support such as LMS and Wi-Fi availability. Their institutions also require lecturers to utilize the available infrastructure by implementing innovations like FL. However, to make FL more acceptable, there are still improvements needed, such as internet reliability (Aghaei et al., 2020; Akçayır & Akçayır, 2018; Arslan, 2020; Ketut Putri Handayani et al., 2018; G. Lee & Wallace, 2018; Lestari, 2021; Turan & Akdag-Cimen, 2020).

Suitability

The finding that HoDs support the adoption of FL, even while mentioning its challenges, is significant. This suggests that the top-down, policy-driven push for pedagogical innovation, as demonstrated by the provision of technological platforms and institutional mandates, has fostered a receptive environment for new teaching models. This finding aligns with the literature that suggests institutional support is a key factor in the successful implementation of new learning technologies (Directorate General of Higher Education, 2014; Kemenristekdikti Republik Indonesia, 2016).

Furthermore, the students' perception of the suitability of FL goes beyond its technological advantages. Their belief that it can engage passive students and aligns with the collectivist culture of Indonesia provides a unique, culturally specific insight. This suggests that the benefits of flipped learning may be perceived differently depending on the cultural context, and that its collaborative nature is particularly well-suited to the social dynamics of Indonesian students. This supports the argument that the model's success is not just dependent on technology, but also on its adaptability to local cultural and social norms.

Benefits

The reported benefits of flipped learning, as experienced by the student participants, align with a substantial body of existing literature that highlights improved learning experiences, increased flexibility, and enhanced interaction. The students report that they become enthusiastic about participating in classroom activities. Some participants do not view the preparation before class as a problem. They claim it is a reason to study before class instead. They mention that the materials help them learn more and feel more at ease in class. They know what to do in class because the teacher is available and the materials have been previously shared. In short, they have a better learning experience during FL as in the existing literature (Akçayır & Akçayır, 2018; Arsanti et al., 2020; Arslan, 2020; Atmanegara & Dianti, 2020; Bicen & Beheshti, 2022; Chen et al., 2018; Fauzan & Ngabut, 2018; Lestari, 2021; Li & Li, 2022; Shahnama et al., 2021; Turan & Akdag-Cimen, 2020; Yulian, 2021; Zamzami Zainuddin & Perera, 2018).

The finding that students perceive pre-class materials as "motivation" rather than a burden is a significant point, as it suggests that the model can successfully shift the responsibility of learning to the students while maintaining their engagement. According to the participants, FL is flexible, which means it allows them to learn their way. A few say they look for more things on the web. This flexibility does not mean they are free to do whatever they want. Instead, the teacher provides some ideas on where to find materials. Some others also share that they can engage with the materials and the tasks independently. This flexibility aligns with the findings of Chuang et al. (2018); Lestari (2021); (Wagner & Urhahne, 2021; Yulian, 2021).

The students' positive reports on increased interaction within small groups also support the literature on the benefits of collaborative learning. This finding is particularly relevant in the Indonesian context, where students noted that the group setting made them feel more comfortable and willing to participate, which is consistent with the culture's collectivistic nature. This suggests that flipped learning is not just technologically feasible but also culturally appropriate for promoting student-centered learning.This interaction and engagement improvement is in accordance with Aghaei et al. (2020); Amiryousefi (2019); Arsanti et al. (2020); Atmanegara and Dianti (2020); Bicen and Beheshti (2022); Challob (2021); G. Lee and Wallace (2018); Lestari (2021); Li and Li (2022); Rad (2021); Zamzami Zainuddin (2017).

Challenges

The challenges identified by the student participants largely align with those found in the existing literature on flipped learning, particularly those concerning resource-related issues, time limitations, and study load (Aghaei et al., 2020; Akçayır & Akçayır, 2018; Arslan, 2020; Ketut Putri Handayani et al., 2018; G. Lee & Wallace, 2018; Lestari, 2021; Turan & Akdag-Cimen, 2020). The students' complaints about internet connectivity and outdated devices confirm findings from multiple studies that highlight how a lack of reliable technological infrastructure can be a significant barrier to implementation.

The second is time limitation and study load (Aghaei et al., 2020; Akçayır & Akçayır, 2018; Arslan, 2020; G. Lee & Wallace, 2018; Li & Li, 2022; Lubis & Samsudin, 2021; Turan & Akdag-Cimen, 2020; Vuong et al., 2018). Some student-participants in this research believe that the workload is not a significant issue; however, the main problem is the short amount of time given by the lecturer to prepare, which created a sense of pressure and stress. Meanwhile, some others say the extra materials for studying overwhelm them.

The finding that students struggled with material selection due to overly complicated or unfamiliar vocabulary is particularly noteworthy, as the literature on this topic is typically from the teacher's perspective selection (Akçayır & Akçayır, 2018; Lestari, 2021; Zamzami Zainuddin & Halili, 2016). This highlights a disconnect between the materials chosen by lecturers and the students' actual reading and comprehension levels.

Suggestion

Furthermore, this study highlights an additional, unique challenge—distraction due to other responsibilities—which is not commonly mentioned in previous research. This suggests that the model's success is not only dependent on technology and pedagogy, but also on the students' personal life circumstances and time management skills.

This paper highlights an interesting finding not mentioned in the literature. The first is an additional drawback of distraction, as well as students' suggestions for more feedback and more organized interactions. The participants complain that they are unable to focus on preparing using the materials before class because they have other responsibilities, such as family, work, or organisation. The second is students' suggestions for FL implementation. Since material delivery has been completed before the class, the teacher and students have more time in class. It should be used to provide more feedback for students and better-structured classroom interactions.

CONCLUSION

This article concludes that FL is likely to gain broader acceptance in Indonesian universities for three main reasons. The first is the HoDs' clear understanding and strong support for FL as an innovation in English language teaching. The second is that the nature of FL aligns with the curriculum and educational policies in Indonesia, promoting more interactive and independent learning without eliminating face-to-face meetings. Finally, FL's advantages, which include a better learning experience, increased flexibility, and improved interaction and engagement, contribute to its suitability. However, its implementation is not without challenges. Teachers, universities, and the government must be aware of resource-related issues, time limitations, study load, material selection, and distractions. This study uniquely found that personal factors, such as family and work responsibilities, also pose a challenge to student preparation. To address these challenges, teachers should consider providing more feedback and facilitating more organized, interactive, and engaging activities in class.

This research's primary contribution is its qualitative insight into the perceptions and experiences of students and HoDs, which adds a new dimension to the literature from the underexplored Indonesian context. It is deemed necessary to broaden the investigation of these findings. Future research could explore the long-term sustainability of these benefits, compare them across different disciplines, or use quantitative methods to measure the impact of autonomy and classroom interactivity on learning outcomes.

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