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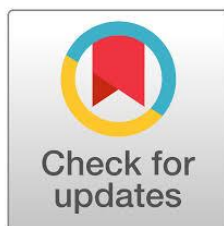
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Indonesian EFL Teachers' Perceptions on Flipped Classroom Approach in Modern Classroom Contexts

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Abstract

One of the notable shifts EFL educationalists have to incorporate to promote more holistic language learning outcomes is the learner-oriented approach. With this background issue in mind, flipped classroom approach is rewarding to be integrated with nowadays classroom contexts since second language learners are more capable of becoming more proactive, responsible, and well-organized learning community members. This case study was conducted to generate richer and more robust research results out of the specific research phenomenon. The main purpose of this case study is to reveal the importance of integrating flipped classroom approach in modern classroom contexts to Indonesian EFL educators. To fulfill this study objective, two experienced Indonesian EFL teachers were invited to share their experiences in utilizing flipped classroom approach by filling out five open-ended written narrative inquiry questions through the WhatsApp application. Regarding the obtained research results, there were two major specific themes namely: (1) The effectiveness of flipped classroom approach depends on learners' learning eagerness and (2). Flipped classroom approach progressively promotes more fruitful learning outcomes. Based on these two themes, it can be fairly inferred that the constant internalization of flipped classroom approach can promote a significant degree of benefits for EFL learners' target language learning proficiency, motivation, and independence.

Keywords: flipped classroom approach; EFL teachers; narrative inquiry

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Introduction

In this 21st century, English is deemed one of the essential languages to be acquired by EFL learners worldwide. Hsieh et al. (2016) stated that it is critical for second language learners all around the globe to learn the English language to survive in these ever-changing life dynamics. Inevitably, technology integration also plays another crucial role in sustaining the continuity of exploring this target language due to the transformative educational roles played by educators and learners. Chuang et al. (2018) argued that in technology integration, EFL educationalists and learners must strive to discover various learning methods complying with their daily-based classroom learning circumstances. Concerning this notable educational shift, a more proactive and learner-oriented approach is preferred by EFL teachers and learners since they are capable of finding out a wide variety of information boundlessly. Turan and Akdag-Cimen (2020) believed that with a student-centered learning approach, EFL teachers and learners could potentially engage in more enjoyable and meaningful second language learning enterprises.

One of the potential learner-oriented teaching methods worthwhile to be internalized by nowadays EFL teachers is flipped classroom. Through the flipped classroom approach, EFL learners can progressively become more autonomous knowledge seekers and lifelong academicians. Yang and Chen (2020) asserted that EFL learners constantly participating in flipped classroom learning models are more likely to unearth limitless knowledge independently. The nature of flipped classroom model itself refers to out-of-classroom learning exploration dynamics where learners are demanded to read the assigned learning materials before the upcoming teaching-learning processes to broaden their specific understanding of the targeted subject-specific topics discussed in the classrooms. Jeong et al. (2018) theorized that in the flipped classroom dynamics, EFL learners can highly inculcate a higher level of learning motivation, endeavor, and confidence as they have expanded their background knowledge toward the specific learning materials posted by the teachers. Another good value promoted by flipped classroom learning model is that EFL learners will become more proactive learning participants by establishing more interactive and encouraging learning dynamics. Chuang et al. (2018) strongly suggested that globalized EFL teachers implement flipped classroom approach at the commencement of second language learning activities to continuously promote more positive, interactive, and meaningful learning dynamics in which all learners gradually

transfigure into more active learning community members. For struggling EFL learners, the further integration of flipped classroom model can promote a higher sense of learning composure since they have wider opportunities to learn the posted learning materials based on their learning pace and levels. Hsieh et al. (2016) averred that flipped classroom incorporation can pave more comfortable learning pathways for struggling EFL learners since they are endowed with continual liberation to read the designated learning materials conformance with their learning proficiency and velocity.

Under flipped classroom learning approach, EFL learners can instill a higher level of responsibility toward their ongoing language learning processes. This positive learning value occurs since they can determine their learning objectives, loads, and interests based on the flexible knowledge discovery activities conducted outside the classroom walls. Ngo and Yunus (2021) highly recommended worldwide EFL teachers start applying flipped classroom learning model at the beginning of their second language learning activities to make them more responsible and well-organized target language academicians who know the appropriate learning strategies working best for them. Similarly, the flipped classroom learning approach can enable EFL learners to gain more profound insights into the specifically-assigned learning topics stipulated by their learners. This rewarding learning benefit is more likely to happen since learners have long-term independent learning periods where they can understand those posted learning materials to have more mutual discussions with their learning counterparts and teachers. Kiang and Yunus (2021) unveiled that many EFL learners not only become more knowledgeable but also well-prepared with the supervision of flipped classroom learning approach as they have fully comprehended the particular subject-specific matters assigned by their teachers to be further discussed in the physical learning circumstances. McNally et al. (2017) suggested that EFL teachers willing to incorporate this student-centered learning approach in their classroom vicinities should keep four fundamental principles in mind. The first notion deals with flexible learning surroundings in which learners can explore the posted learning materials without being delimited by time and place. The second principle refers to the student-centered learning culture that highly emphasizes the dominant roles of learners rather than teachers. The third pillar denotes the intentional learning content attempting to significantly enhance learners' specific understanding of the targeted learning materials without

any boundaries. While the last element strongly accentuates the educators' professionalism in designing interactive, meaningful, and transformative lessons aiming to bring about more holistic second language learning exposure where all learning community members can develop their learning skills to the fullest potential.

There are four previous studies relevant to the above-proposed research topic. Afrilyasanti et al. (2017) revealed that EFL learners exposed to flipped classroom learning models were more prone to elevate their target language competencies constantly due to the accommodation of distinctive learning abilities. Mubarok et al. (2019) found that most university EFL learners instilled positive perceptions toward integrating flipped classroom approaches since they have gradually become more proactive learning participants aware of their particular strengths and weaknesses. Harunasari (2020) highly recommended that Indonesian EFL teachers internalize the flipped classroom model in their everyday classroom learning dynamics to enable all learners to obtain more satisfying target language learning achievements successfully. Santosa (2017) strongly advocated for Indonesian university EFL teachers to start incorporating flipped classroom model at the onset of second language learning exposure to minimize the gap between struggling and proficient learners resulting in more meaningful, transformative, and profound learning processes. Apart from the above-elucidated research results, there is still an essential need for the researcher to exhaustively investigate Indonesian EFL teachers' perceptions of flipped classroom approach in modern classroom contexts to generate more insightful and deeper perspectives for second language educationalists to start prioritizing the critical importance of this learner-oriented approach in this ever-changing era. To the best of the researcher's knowledge, none of these prior studies have critically investigated flipped classroom integration in nowadays classroom contexts based on our teachers' perspectives. Hence, the researcher highly encouraged to conduct this qualitative investigation to enable EFL teachers, curriculum designers, and educational institutions to establish more solid collaborative networking with each other to create varied meaningful, interactive, and enjoyable learning activities sustaining our learners' target language competencies as well as motivation within the proper implementations of flipped classroom approach. By conducting this study, Indonesian EFL teachers will be strongly motivated to internalize flipped classroom approach in their classroom learning circumstances

due to its importance, flexibility, and benefits for the entire second language learning processes. To meet this major research objective, one research problem was enacted as follows: How do Indonesian EFL teachers value the integration of flipped classroom approach in their classroom contexts?

Literature Review

The Basic Conceptions of Flipped Classroom Approach

Through flipped classroom approach, more interactive, pleasurable, and flexible second language learning dynamics can be fully experienced by EFL learners since educationalists uploaded the intended learning materials before the onsite learning processes conducted in the classroom circumstances to promote a more collaborative learning interface among learning community members. This definition above is mutually interlinked with Unal et al. (2020), mentioning that EFL learners can possess a broader understanding of the targeted learning materials after being exposed to flipped classroom model in which they already instilled a more exhaustive understanding of the targeted learning materials posted by their teachers. Thus, it is worth keeping in mind that EFL teachers have to rejuvenate their roles as supportive learning facilitators while applying this learner-oriented learning approach to promote more positive interactions and discussions among diverse-wide ranging learners. Chun and Sathappan (2020) propounded that in flipped classrooms, EFL learners will become more responsible academicians ready to explore limitless information under the supervision of supportive facilitators. In line with all the above-explained conceptions, two fundamental elements must be maintained by EFL educators before implementing flipped classroom approach in their daily-based classroom learning enterprises, solid collaborative networking and mutual learning discussions. By continually preserving these two basic principles, EFL learners can experience a higher degree of second language learning enjoyment in interactive and hands-on learning activities. Yousufi (2020) adduced that the heart of flipped classroom model should be designed in more collaborative and interactive fashions to significantly increase EFL learners' motivation and interest to learn the target language more.

Furthermore, the learning contents posted in flipped classroom approach should be designed in richer and more enjoyable ways before being accessed by the learners. By carrying

out this action, EFL learners can progressively become more broad-minded target language academicians, inculcating in-depth analytical, questioning, and exploration skills. Say and Yıldırım (2020) highly recommended that EFL educators all around the globe insert a vast range of captivating, creative, and fruitful learning activities in flipped classroom approach to allow learners to become more critical and insightful academicians.

The Fundamental Theory of Flipped Classroom Approach

Eppard and Rochdi (2017) acknowledged that the new Bloom's taxonomy has a tight-knit relationship with the flipped classroom approach, highly emphasizing the combination of autonomous learning characters and assimilation learning processes undergone by learners to foster their targeted learning competencies to the utmost levels. As noted before, the placement of independent learning behaviors in flipped classroom model mostly took place outside the classroom walls since learners must explore the assigned learning materials through their particular learning competencies and pace. While the assimilation learning processes occurred in flipped classroom dynamics requested the learners to formulate various critical inquiries and explain the complex learning conceptions clearly to other learning community members. Kiang and Yunus (2021) contended that a high-quality flipped classroom approach should comprise analytical, critical, reasoning, and self-reliant skills unless the ongoing second language learning processes will be debilitating for all learning community members.

The Key Points of Conducting Meaningful Flipped Classroom Activities

After implementing the flipped classroom model, EFL teachers must ascertain that all learning community members are walking on the right learning pathways by deliberately allowing them to explore the posted learning materials based on their particular learning levels and speed. By releasing this action, EFL learners will have wider opportunities to escalate their cognitive development to advanced levels. Zainuddin and Halili (2016) asserted that flipped classroom approach could be labeled as a meaningful, enjoyable, and transformative learning route for EFL learners only if language teachers grant constant flexibility to fully engage with the readily-made personalized learning activities harmonious with their specific learning competencies and velocity. Eventually, the integration of flipped classroom approach

simultaneously offers a wide array of excellent values for EFL learners to improve their higher-order thinking skills for greater development. These learners can potentially attain the preservation and enlargement of higher-order thinking skills under the flipped classroom model, where they are intensively trained to establish mutual group discussions and solid collaborative enterprises with other learning counterparts. Sharma (2017) strongly advised worldwide EFL teachers to utilize a wide range of higher-order thinking enterprises through flipped classroom model by equipping their learners with ample group discussion activities in which learners' social, collaborative, and critical thinking skills are sustainably thriving.

Method

This current investigation was framed within a case study framework to explore people's experiences regarding their particular life events. Heale and Twycross (2018) theorized that the researchers could obtain more realistic and robust data collections since more exhaustive data delineations are fully generated from the specifically-examined phenomenon. The researcher invited two Indonesian EFL teachers working in state and private institutions to fulfill this major research objective. Both teachers hold English Education Master's Degrees, yet they graduated from different batches. The first teacher was considered a senior second language educator since he has been teaching for more than five years and implemented a wide variety of flipped classroom media in his daily-based learning processes. The current age of first teacher is 26 years old, and he is a male educator working in a private school in Yogyakarta City. The second teacher also gained adequate teaching experience since he currently works as a second language instructor in one of the state school institutions in Yogyakarta City. This second teacher was 30 years old and a male educator willing to transform future generations' lives by using interesting flipped classroom activities.

The researcher employed a purposive sampling technique during the participants' selection stage. The main aim of integrating this research method is to generate more in-depth research results based on the appropriacy and relevancy of the research participants' experiences regarding the flipped classroom approach applied in their daily-based second language learning dynamics. Etikan et al. (2016) articulated that the major advantage of utilizing a purposive sampling approach for qualitative researchers is that more specific data can potentially be obtained as the invited research participants already instilled well-required and richer

knowledge of the specifically-explored topics. For the data gathering processes, the researcher distributed five open-ended written narrative inquiry questions to these two research participants through WhatsApp. This worldwide technological application effectively bridges the lengthy distance hindering the onsite data-gathering processes involving the research participants and researcher. In the data analysis processes, the researcher subsumed the most-appeared findings into some major-specific themes supported by previous flipped classroom theories and results to generate more robust, reliable, and trustworthy scientific explanations to second language educational parties. A thematic analysis approach was also applied to cluster the attained research findings in line with the above-proposed research theme to ensure the intended results' robustness.

Findings and Discussion

This section is purported to impart more specific delineations regarding two main themes yielded by a thematic analysis approach. Those two major themes are: (1) The effectiveness of flipped classroom approach depends on learners' learning eagerness, and (2) Flipped classroom approach progressively promotes more fruitful learning outcomes. Table 1 delineates the research results from disparities between the first and second EFL teachers. The table is shortly followed by the researcher's argumentations, theories, and previous supportive findings.

Table 1. The Disparities between Two EFL Teachers' Perceptions of the Successfulness of Flipped Classroom Approach

Teacher 1	Teacher 2
1. EFL learners must push their limits to benefit from flipped classroom activities.	1. EFL teachers need to apply a flipped-classroom approach to promote more fruitful learning outcomes.
2. The flipped classroom approach can improve EFL learners' self-discipline, teamwork, and social skills.	2. Through flipped classrooms, EFL learners can share their thoughts more confidently after reading the posted learning materials.
3. More responsible learning companions should mentor unmotivated EFL learners to thrive together in the flipped classroom learning processes.	3. The flipped classroom approach's effectiveness is often obstructed by limited school facilities and spare teaching preparation time faced by Indonesian EFL teachers.
4. EFL learners should play dominant roles in flipped classroom activities to experience more meaningful language learning enterprises.	4. EFL learners are encouraged to conduct more rigorous personalized learning management in flipped classroom activities to better structure the targeted knowledge and skills.

Teacher 1: The Effectiveness of Flipped Classroom Approach Depends on Learners' Learning Eagerness

The first EFL teachers frankly confessed that the efficiency of flipped classroom approach strongly depends on learners' learning eagerness. Second language learners, having been introduced to the flipped classroom approach, are requested to inculcate a higher level of learning commitment irrespective of a vast range of severe impediments. Competent second language learners are disabled as resilient knowledge seekers relentlessly improve their targeted competencies by stipulating clearer learning objectives. Khalil and Fahim (2017) strongly supported EFL learners to infuse more robust learning endeavors when integrating the flipped classroom approach to maximize their target learning competencies to greater levels. Similarly, Kozikoglu (2019) repudiated that by internalizing a higher degree of learning commitment, EFL learners can orchestrate a wide range of efficient strategies due to continual exposure to more authentic, enjoyable, and contextual learning activities. All these above-explicated conceptions are in partnership with the following interview excerpts shared by the first EFL teacher.

[Teacher 1: *Fruitful or not, the outcomes may depend on how far the students are willing to push themselves and others in their team to achieve the expected learning objectives.*]

[Teacher 1: *This, of course, is also a testament that flipped classrooms, when being applied appropriately, may at least "push" the students to a certain standard, which may encourage the students to put more effort towards their learning.*]

Furthermore, the first EFL teachers concurrently construed that flipped classroom approach can offer richer and more enlightened avenues for their learners to become more well-organized and responsible target language academicians. This first benefit truly emerged since learners, having been introduced to the flipped classroom approach, are strongly demanded to possess adequate background knowledge by exploring the assigned learning materials beforehand. Lie, and Yunus (2019) proved that an overwhelming majority of Indonesian university EFL learners are strongly motivated to proactively participate in varied target language learning processes after being exposed to flipped classroom approach due to the autonomous learning dynamics and boundless information they progressively possess. The

second main benefit of implementing flipped classroom model is that EFL learners can significantly foster their critical thinking skills. The tangible enhancement of critical thinking skills occurred since they are accustomed to comprehending, analyzing, and selecting the most appropriate information relatable to their specific learning contexts. By doing so, these types of learners can potentially attain more gratifying learning outcomes by the end of flipped classroom incorporation. These above-explained contentions are closely associated with Liou et al. (2016) highly advocating globalized EFL educators to apply flipped classroom approach at the outset of teaching-learning dynamics to grant more flexible knowledge exploration rooms for the learners in which their critical thinking skills toward the designated learning materials are terrifically fostered. The second teacher remarked that integrating the flipped classroom approach is rewarding to fully disseminate stronger collaborative skills among learning community members. EFL learners having worked together in flipped classroom approach are more readily to excel at actualizing the concepts they have learned daily since others' sharing harmoniously substantiates their existing knowledge formation. Ansori and Nafi (2018) phrased that it is of utmost importance for EFL educationalists to activate the flipped classroom approach in their diverse, wide-ranging classroom vicinities to intensively assist learners in fine-tuning their solid collaborative networking enriching their extant understanding of the targeted specific subjects. Such conceptions explained above have shared some similarities with these quoted interview excerpts.

[Teacher 1: *Flipped classroom approach nurtures students' awareness of the benefits of "being well-prepared" because knowing something you will be taught is better than knowing nothing and being surprised.*]

[Teacher 1: *Flipped classroom approach acts as a disciplinary means that invoke steadfastness, it means that the students are trained to be on alert at all times, to turn their critical thinking engine at all times.*]

[Teacher 1: *Flipped classroom approach promotes teamwork between classmates. When the students work on a live problem-solving activity in the class, they can work with their partners. Their knowledge is justified as they confirm each other's learning results.*]

It is highly indispensable for EFL teachers to entrust trusted learning mentors during the collaborative learning interfaces to ascertain the meaningful continuity of flipped classroom approach infused among distinctive EFL learners' specific learning backgrounds and needs. By realizing this action, learners are more liable to work persistently to achieve the collectively pre-determined learning objectives. As a result, low learning motivation and awareness can be progressively degraded through this intensive group work supervision. Yeo (2018) believed that for the flipped-classroom approach to run more successfully, EFL educationalists are constantly prompted to promote more emotionally-supportive collaborative teamwork among the learning community members, eventually impacting the learners' learning desires and plans. Arifani et al. (2020) parsed that flipped classroom approach can be deemed as one of the successful learning trajectories for EFL learners to nurture their existing learning endeavor, commitment, and management only if the more proficient counterparts are strongly willing to facilitate other struggling members. All these underlying principles concur with the following interview excerpts attached below.

[Teacher 1: *Some of the problems that may occur include students with low motivation and no awareness of the need to prepare for classes. Students with such conditions are in immediate need of support.*]

[Teacher 1: *What can be done in many ways is through teamwork and selecting responsible classmates to "mentor" those students. This way, the students will at least be motivated to grow together with their more responsible friends.*]

As a final remark, the first EFL teacher highly encouraged second language educators in this archipelago to gradually play minor roles while incorporating flipped classroom approach in their daily-based learning activities. Briefly speaking, EFL teachers have to be more eager to play their novel roles as supportive learning facilitators continually desirous of supervising their ongoing learners' learning progress and motivating a certain number of learners encountering unpleasant learning obstacles. Haghghi et al. (2019) advised worldwide EFL teachers to play their new roles in flipped classroom approach by becoming more caring learning instructors who not merely present the learning materials but also encourage, attract, and organize their learners' current learning enterprises. Coupled with this remarkable transformation, EFL teachers can be fairly presumed as facilitative learning instructors. At the same time, they can

display more relatable, contextual, and enjoyable learning materials in their flipped classroom platforms. The further incorporation of this ultimate flipped classroom element should take considerable attention from EFL teachers to actualize more vibrant learning circumstances where the physical classroom contexts do not rigidly confine learners' knowledge discovery. Merrill (2015) proclaimed that one of the significant benefits of a meaningful flipped classroom approach is learners' immediacy to explore limitless information without being delimited by teacher-oriented. Rather, it should be fully replaced by student-centered and fun learning activities. All these elaborations are positively linked to these interview excerpts that can be seen as follows.

[Teacher 1: *They certainly do. The teachers will become facilitators who provide daily challenges and problems to be solved. Not as the guiding light, but more like a mentor who monitors and supports students' growth from the back, without being a menacing standard for the students to follow.*]

[Teacher 1: *The students have the dominant role of leading their classroom's pace. The discussions in a flipped classroom are usually rich and interesting in terms of pointers and knowledge; this makes classrooms more "alive" and "useful."*]

Teacher 2: Flipped Classroom Approach Progressively Promotes More Fruitful Learning Outcomes

The second EFL teacher acknowledged that flipped classroom approach could promote more fruitful learning outcomes for diverse wide-ranging learners. This positive learning outcome occurred since learners can limitlessly explore various learning materials before participating in classroom discussions. As a result, their independent learning behaviors are significantly increased. Irianti (2020) revealed that many Indonesian university EFL learners have transformed into more independent target language academicians after being exposed to flipped classroom approach resulting in the successful attainment of more satisfying learning outcomes. Similarly, Jeong et al. (2018) unveiled that most worldwide university EFL learners uphold positive perspectives toward the integration of flipped classroom approach since they have become more autonomous knowledge discoverers and successful target language academicians. All these above-explicated findings found support from the following interview excerpts taken from the second EFL teacher.

[Teacher 2: *Yes, I think that flipped classroom approach can promote more fruitful learning outcomes for my students because the students easily access the learning content whenever they want through an online system, and it helps them to be able to work it autonomously.*]

[Teacher 2: *These ways, the learning outcomes are achieved better than the traditional learning approach.*]

The second fruitful learning outcome constantly promoted by flipped classroom approach is the significant elevation of EFL learners' self-confidence and active learning engagement. These significant learning impacts are attained since they have infused a more exhaustive understanding of the specifically-assigned learning topics posted by the teachers before attending the prospective learning activities. While learners have transfigured into more well-prepared academicians, they will concurrently become more confident in sharing their thoughts, ideas, and opinions enriching the ongoing learning processes. Lee and Martin (2020) unfolded that an overwhelming majority of second language learners have gradually transformed into more confident and proactive learning participants after engaging in flipped classroom approach due to the heightened learning responsibility, in-depth mastery of learning materials, and high-quality learning materials. The following second EFL teacher's interview excerpts also confirmed similar results.

[Teacher 2: *Building the confidence in my students. When they come to my class, they have the knowledge to participate, dare to speak, and follow the class better.*]

[Teacher 2: *Students confidently share their ideas and opinions because they understood the materials fully before the classroom sessions.*]

Reversely, the effective and meaningful incorporation of flipped classroom approach is not without its common impediments. The second EFL teacher sanctioned that flipped classroom approach can potentially increase learners' learning loads outside of the physical classroom contexts. This general issue is prompted by the fact that not all learners can freely and boundlessly access all the posted learning contents due to unstable internet connectivity and the absence of proper digital devices. Maharsi et al. (2021) strongly suggested that Indonesian university EFL teachers create a balanced internalization between the integration of flipped

classrooms and collaborative learning approaches to enable struggling learners to have similar opportunities to access the designated materials under supportive learning supervision. The second obstacle is in accord with the increasing workload EFL teachers endure. EFL teachers determining to internalize flipped classroom approach in their learning vicinities are required to inculcate a higher degree of resilience and commitment in analyzing, selecting, and preparing the targeted learning materials to promote better, more meaningful, intriguing, and qualified second language experiences for learners. Mehring (2016) highly advocated that educational institutions provide more intensive flipped classroom training for EFL teachers to actualize more hands-on learning experiences where learners' cognitive and organization skills can prolifically thrive. In partnership with this assertion, Noroozi et al. (2021) believed that intensive flipped classroom training can gradually alleviate EFL teachers' burdens on their working loads since they are more aware of the nature, utilities, and strategies on how to utilize this student-centered learning approach to the utmost potentials. These above-explained challenges align with the following second EFL teacher's interview excerpts.

[Teacher 2: *The flipped classroom requires readily available digital access to learning objects. And so, the students without access are disadvantaged compared to their peers. To overcome this problem, I encourage the school to provide available digital access to those struggling with internet access.*]

[Teacher 2: *The second common hurdle is the time-consuming process. The teacher spends more time preparing the syllabus following the Flipped Classroom Model.*]

Conclusion and Implication

Given these points, Indonesian EFL educationalists need to start implementing flipped classroom approach in nowadays second-language classroom contexts to enable EFL learners to nurture their responsibility, motivation, and commitment with the existence of gratifying learning outcomes that deserve to be their eventual rewards.

Two drawbacks should be fairly acknowledged in this study. First, since this case study merely investigated two Indonesian EFL teachers' perspectives toward flipped classroom approach in nowadays language classroom vicinities, it will be more noteworthy for the prospective researchers to involve a greater number of Indonesian EFL teachers working in distinctive school institutions to yield more insightful research results applicable in various

second language learning enterprises. Second, since this case study merely focused on exploring Indonesian EFL teachers' perceptions of flipped classroom approach in modern classroom contexts, future researchers are encouraged to explore a vast array of external educational factors hampering the effective implementation of flipped classroom approach in this 21st-century era. This area deserves more profound investigation to prepare Indonesian EFL teachers' readiness to overcome various obstructions hindering the meaningfulness of flipped classroom integration.

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