



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657

E-ISSN
2581-2203

The Implementation of Flipped Classroom in Teaching Descriptive Text Reading: A Case Study At Vocational High School

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ARTICLE INFO

Article history:

Received: 29 Sept 2025

Revised: 24 Oct 2025

Accepted: 25 Oct 2025

Published online: 05 Nov 2025

Keywords:

Flipped classroom

Descriptive text

Reading

Interactive Learning

Vocational High School

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Article Doi:

<https://doi.org/10.31258/jes.9.6.p.4924-4935>

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ABSTRACT

This study explores the implementation of the Flipped Classroom learning model in teaching descriptive text reading at Vocational High School in Karawang. In the current digital era, traditional teacher-centered learning often fails to engage students and limits their ability to develop reading comprehension skills. Flipped Classroom offers an alternative by shifting the initial learning process outside the classroom through digital materials, while face-to-face sessions are focused on discussion, problem-solving, and collaborative activities. This research employed a qualitative case study approach involving eight tenth-grade students selected through purposive sampling. Data were collected using observations, interviews, and documentation, then analyzed using the Miles and Huberman interactive model. The findings reveal that students became more active, confident, and better prepared to understand descriptive texts, while teachers benefited from more efficient class time management. Nevertheless, challenges such as limited internet access, insufficient home learning support, and time management issues were observed. The study concludes that while Flipped Classroom enhances students' reading comprehension and classroom participation, its effectiveness depends on digital infrastructure, student discipline, and teacher facilitation. Therefore, providing training in time management, strengthening the teacher's role as facilitator, and conducting periodic evaluations are recommended to optimize this method in vocational high schools.

1. Introduction

The development of science and technology in the era of globalization has a significant impact on various aspects of life, especially education. Rapid social and technological changes pose challenges in the culture and organizational structure of educational institutions. Students in this era have different characteristics compared to previous students, so the monotonous traditional learning approach becomes less

effective in attracting students' interest, especially in learning English (Sofiani & Frinaldi, 2023). Reading is one of the basic skills that are important in mastering English. This skill allows students to gain information and understanding from the text they read. However, in Indonesia, learning to read often faces obstacles, such as students' low ability to find the main idea and understand the content of the text as a whole (Annida Azhari Ritonga et al., 2023; Rahmawati & Roshayanti, 2024). Conventional teacher-focused learning further exacerbates this problem.

As an alternative, the Flipped Classroom model offers a more innovative learning approach. In this model, students learn material independently before class sessions through digital media, such as educational videos and other online materials. Class sessions are used for interactive discussions and collaborative activities. This approach allows students to be more active in the learning process, improve understanding and utilize class time more effectively (Joni & Efendi, 2024). The teacher acts as a facilitator in this model, helping students understand difficult material and guiding class discussions. With this strategy, individual differences between students can be better addressed, allowing for more personalized and effective learning. The Flipped Classroom model also integrates technology to bridge the gap between theory and application in learning (Fathoni, 2021). Previous research shows that Flipped Classroom improves students' cognitive learning outcomes and their learning motivation. Research by (Farera, 2022) found that this model promotes better understanding and increases student engagement.

This study aims to analyze the application of the Flipped Classroom model in learning to read descriptive texts in vocational high schools through exploring the Flipped Classroom in teaching descriptive text reading and knowing students' responses to the Flipped Classroom model in teaching descriptive text reading. By combining theory and practice, this study is expected to provide new insights into the effectiveness of this model in improving students' reading skills and overcoming the challenges of traditional learning. In the context of Indonesian education, challenges in reading comprehension have been widely documented. The results of international assessments such as the Programme for International Student Assessment (PISA) consistently show that Indonesian students rank relatively low in reading literacy compared to other countries (Nasrullah & Asmarini, 2024). This condition reflects the urgent need for more innovative approaches that can improve students' engagement and comprehension skills. The traditional teacher-centered method often emphasizes memorization and passive note-taking, which does not sufficiently simulate critical thinking or problem-solving abilities. Therefore, there is a growing demand for approaches that encourage students to become more active participants in the learning process.

Furthermore, the rapid advancement of technology provides opportunities to integrate digital tools into English language teaching. The flipped classroom model aligns with 21st-century learning skills that emphasize critical thinking, collaboration, creativity, and communication. By allowing students to access materials prior to class, teachers can transform classrooms time into interactive sessions that focus on higher-order thinking. This approach is particularly relevant in vocational schools, where students need practical skills that are directly

applicable to their future careers. Implementing flipped classroom in teaching descriptive text not only strengthens reading comprehension but also fosters independence, responsibility, and adaptability-skills that are essential in the workplace. Thus, this study is not only relevant for academic purposes but also contributes to preparing students for real-world challenges.

In recent years, the flipped classroom has gained increasing attention in various educational contexts worldwide. Studies conducted in Asian countries such as Japan and South Korea report that students exposed to flipped learning tend to demonstrate higher engagement and improved critical thinking, as they are encouraged to prepare before attending class (Chusata, 2025). Similarly, research in European countries indicates that the model supports deeper comprehension, particularly in language learning, where students need consistent exposure to authentic texts.

Despite the growing body of research, there remains a gap in exploring how flipped classrooms can be applied specifically to vocational schools in Indonesia. Most previous studies have focused on general secondary schools or higher education, leaving limited evidence of its effectiveness in vocational education settings. Considering the unique needs of vocational students-who are expected to master both academic and practical skills-this research addresses a crucial gap. The application of flipped learning in this context not only aims to improve reading comprehension but also to nurture essential workplace skill such as collaboration, self-regulation, and adaptability. Thus, this study contributes both theoretically and practically to the development of English language teaching strategies suitable for vocational education.

2. Methodology

This research uses a qualitative approach with a case study method to get an in-depth picture of the implementation of Flipped Classroom in learning to read descriptive text. This method was chosen because it is suitable for exploring meaning and understanding social issues in an educational context. Case studies, as (Nugroho et al., 2021) explains, provide a detailed evaluation of a particular phenomenon, in this case the implementation of the flipped classroom model. The research was conducted at Vocational High School in Karawang, West Java, involving eight grade X students who were selected using purposive sampling technique. This technique ensured that the participants were able to provide relevant data in accordance with the research needs (Sugiyono, 2020). The location was chosen because the research object was easily accessible and in accordance with the focus of the study, namely the effectiveness of English learning through Flipped Classroom.

The research procedure involved several steps, including obtaining permission from the school, coordinating with teachers, observing classroom activities, interviewing teachers and students, and collecting supporting documents. Data was collected through open-ended participant observation, open-ended structured interviews, and

secondary documentation such as articles and journals. Observation techniques were used to monitor students' and teachers' interactions during the lesson, while interviews explored their perceptions of the method. The data analysis process followed interactive models of Miles and Huberman (1994) in the research conducted by (Latifah & Supena, 2021), which involved three stages: data reduction, data presentation, and conclusion drawing verification. Data from observations, interviews, and documentation were filtered to find the main themes, such as student participation and the effectiveness of the Flipped Classroom method. The results showed students were more active in discussions and teachers felt the method improved teaching efficiency. The following is a reconstruction of the stages of data analysis based on the Miles & Huberman model used in the research article. Data was collected through observation, interviews, and documentation, then analyzed through data reduction, data display, and conclusion drawing verification (Table 1 and Figure 1)

Table 1. Data Analysis

Raw Data (Quotes)	Data Reduction (Themes)	Data Display	Conclusion / Verification
“In the traditional classroom, students tended to be passive and waited for the teacher’s explanation. Interaction was limited...”	Low student participation (traditional class)	Students were passive; teacher was dominant	Traditional model is less effective in improving comprehension and participation
“In the flipped classroom, students... were more confident in answering questions and initiating discussions.”	Increased student participation (flipped class)	Students became active, confident, and better prepared	Flipped classroom enhances student engagement
“In the conventional class, the teacher dominated the learning process by explaining the material in detail while students mostly took notes.”	Teacher-centered role	One-way communication; students only took notes	Teacher dominance limits student expression
“Meanwhile, in the flipped class, the teacher acted more as a facilitator. Class time was used for collaborative activities such as group discussions, text analysis, and peer feedback.”	Teacher as facilitator	Teacher guided and facilitated collaboration	Teacher’s role shifted, making learning more effective

“Challenges such as limited internet access, insufficient home learning support, and time management issues were observed.”	Technical and time management challenges	External barriers (internet, home environment, discipline)	Success depends on infrastructure and student discipline
“Teachers benefited from more efficient class time management.”	Teaching efficiency	Class sessions were used for deeper discussions	Flipped classroom supports more effective time management

The diagram below illustrates the interactive cycle of data analysis (reduction, display, and conclusion/verification).

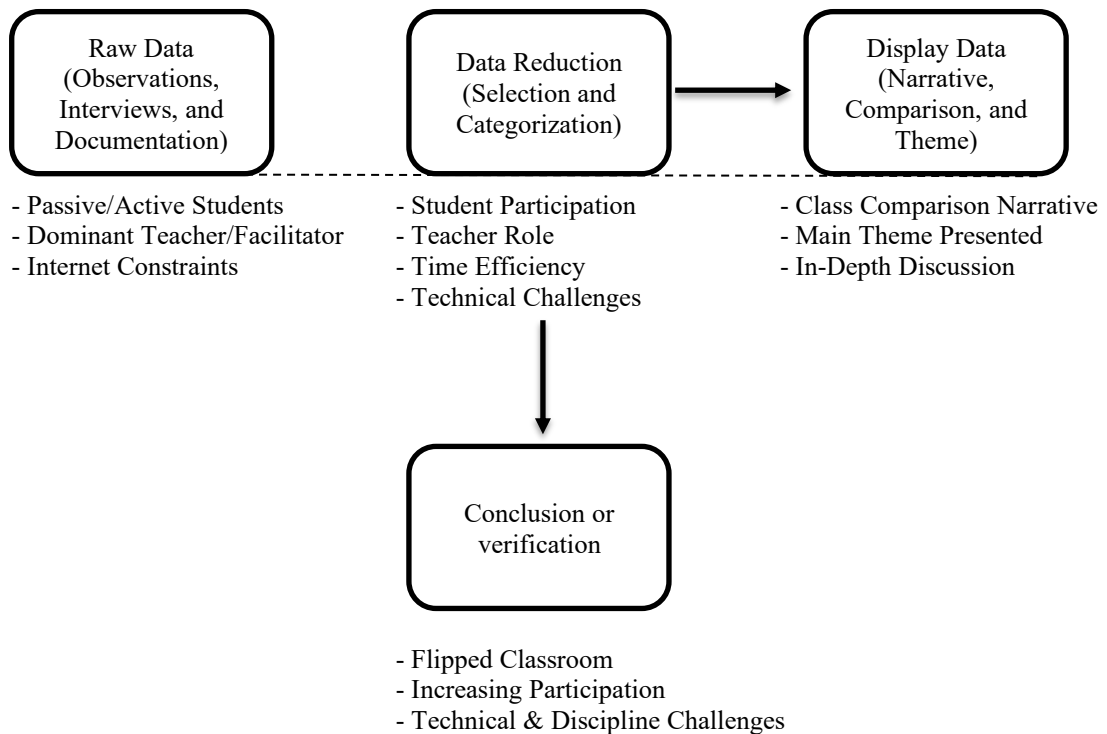


Figure 1. Miles and Huberman's Analysis Model (Reconstructed from the article)

The instruments used included an observation guide to monitor classroom activities, an interview guide to explore students' and teachers' views, and supporting documentation. The research stages included pre-fieldwork for initial preparation, fieldwork for data collection, and data analysis to draw conclusions. Data credibility was tested through triangulation, member checking, and maintaining informant confidentiality. This research highlights the importance of innovation in learning, especially with the application of technology such as Flipped Classroom. By integrating self-directed learning outside the classroom and discussion inside the classroom, this method is expected to significantly improve students' understanding of descriptive texts.

To ensure the credibility of the findings, several research instruments were carefully designed and applied during data collection. The observation guide included indicators such as students' frequency of participation, the quality of their responses, and their level of interaction with both peers and the teacher. These indicators provided a systematic way of recording how the flipped classroom influences classroom dynamic. In addition, the interview guide consisted of semi-structured questions that allowed flexibility in exploring students and teachers' perceptions. Example questions included: "How do you feel about preparing the material before class?" and "What difficulties do you encounter when learning independently at home?" Such questions helped capture the subjective experiences of participants while still maintaining focus on the research objective.

Moreover, document analysis involved reviewing lesson plans, students' assignments, and school regulations to triangulate the data obtained from observations and interviews. The triangulation of methods and sources aimed to enhance the validity of the findings. To maintain ethical standards, informed consent was obtained from all participants, and anonymity was guaranteed. By employing a variety of instruments and procedures, the study ensured that the results represented a holistic understanding of the flipped classroom implementation in teaching descriptive texts at the vocational high school level.

In terms of observation, the researches used a rubric that classified student participation into several categories, including frequency of contributions, relevance of responses, initiative in asking questions, and collaboration with peers. Each indicator was rated using a descriptive scale ranging from "rarely observed" to "consistently observed". This rubric allowed for systematic comparison between the traditional and flipped classroom settings. For the interview data, responses were transcribed and subjected to thematic coding. Initial coding focused on recurring themes such as "motivation", "time management", and "technical challenges". These themes were later refined into boarder categories to provide a more structured analysis of student and teacher perceptions. To support this process, a manual coding approach was used, though the framework could be expanded in future research with qualitative analysis software for more complex datasets.

The analysis process also involved member checking, in which preliminary findings were shared with participants to confirm their accuracy and ensure that the interpretation reflected their experiences. This step added credibility to the data and minimized researcher bias. By combining rubrics, thematic coding, and participant validation, the methodology strengthened the trustworthiness of the findings and offered a comprehensive understanding of how flipped classrooms operate in the vocational school context.

3. Findings and Discussion

At the beginning of the study, the learning atmosphere in both classes showed notable differences. In the traditional classroom setting, students tended to be passive and waited for explanations from the teacher. Interaction was limited, with

only a few students actively participating while others appeared disengaged. Conversely, in the flipped classroom setting, students came to class with prior exposure to the learning material through videos and digital documents, which created a more dynamic atmosphere during face-to-face meetings. Students were observed to be more confident in answering questions and initiating discussions, indicating a shift in their learning attitude, as shown in the Figure 2 and Figure 3.



Figure 2. Classroom situation during the implementation of the flipped classroom method



Figure 3. Teacher guidance during group discussion in the flipped classroom session.

The difference in teaching methods also influenced the classroom dynamics. In the conventional class, the teacher dominated the learning process by explaining the material in detail while students mostly took notes. This one-way communication limited opportunities for students to express their understanding. Meanwhile, in the flipped classroom, the teacher acted more as facilitator. Class time was used for collaborative activities such as group discussions, text analysis, and peer feedback, which encouraged students to exchange ideas and clarify their comprehension.

Moreover, the flipped classroom encouraged the development of independent learning skills. Students who previously struggled to follow classroom instruction at the same pace as others found it helpful to revisit the learning videos at their own convenience. This flexibility was absent in the conventional method, where

students often missed crucial explanations if they could not keep up. As a result, the flipped classroom method not only improved engagement but also addressed individual learning differences more effectively.

This research reveals two main aspects of the Flipped Classroom method at Vocational High School in Karawang: the learning process and students' responses to it. In this method, students learn independently outside of class using digital and printed materials to prepare for class discussions. As a result, students show better understanding, active participation in class, and increased confidence. Teachers play the role of facilitator by providing clear learning guidelines and answering questions during face-to-face sessions. Nonetheless, some challenges, such as limited internet access, students' time management, and individual ability variations, need to be addressed to improve the effectiveness of this method.

A. Exploration of the Flipped Classroom Method

The flipped classroom method functions as a learning approach that utilizes digital technology to improve the quality of students' understanding independently before face-to-face meetings (Savitri & Meilana, 2022). The approach begins with students being provided with descriptive text material that they must read as well as take notes on key concepts present in the material. To support deeper understanding, digital materials such as videos are distributed, which works very well for visual learners, allowing them to more easily digest and internalize the topic being taught. With the utilization of digital media such as Google Classroom and YouTube, students gain more flexible access to materials, allowing them to learn at their own pace. This approach provides a great advantage in terms of time, as students can study asynchronously and take the time they need to understand the material before meeting in class.

Furthermore, assessment of students' comprehension is carried out by the teacher through various tasks, such as text summaries and reading exercises aimed at measuring their level of readiness and understanding. This assessment serves to assess the extent to which students are able to absorb the material that has been provided independently. The class session is then utilized as a forum for in-depth discussion and problem solving arising from the independent learning process. During this meeting, the teacher not only provides clarification to the doubts that students have, but also provides space for students to explore the material further through active interaction (Sonia, 2022).

However, the implementation of the flipped classroom is not free from significant challenges that can affect the effectiveness of learning, especially related to the support of students' home environment. A conducive home environment is crucial to the success of this model, as students need a distraction-free space to focus on learning the material. Without adequate support from the home environment, such as a comfortable study space or structured time, independent learning can be disrupted and reduce the quality of understanding. In addition, technical obstacles that often arise,

such as poor internet access or inadequate devices, can prevent students from optimally accessing digital materials. In this situation, teachers have an important role in providing alternative printed materials so that students can still access learning despite technical issues. In addition, teachers are also tasked with ensuring that all students understand the material provided before the class session begins, with a flexible approach to adjust each student's level of readiness.

B. Student Response to the Flipped Classroom Method

Students' responses to the flipped classroom method generally showed a significant increase in understanding. Many students felt more prepared for the class discussion, as they had had the opportunity to prepare the material in more depth through independent learning. With the additional time to study the topic outside of class, students can develop a better understanding, so that when the class session starts, they do not feel confused or have difficulty in following the learning. This early preparation also increases students' active participation during class discussions, as they are more confident to ask questions or give opinions, which in turn improves the quality of classroom interactions (Sawaki et al., 2022; Sofianah & Sholihah, 2024).

However, while there are many benefits, some challenges remain. One of them is students' difficulty in managing time between independent tasks and other responsibilities, such as homework or extracurricular activities. Time management becomes a big issue, especially for students who are not used to more autonomous learning (Widajati et al., 2022). In addition, the diversity of students' readiness to receive the material is also an important factor. Students who are faster in understanding the material find this method very effective, but students who take longer to process information tend to find it difficult and need additional guidance from the teacher (Simbolon & Sitepu, 2024).

In terms of advantages, the flipped classroom method provides great time flexibility, allowing students to learn at their own pace, which can improve overall understanding. In addition, increased active participation in class is a clear advantage, as students feel more engaged and ready to contribute. However, there are also some drawbacks, mainly related to the lack of direct assistance during self-paced learning sessions. In this case, some students may feel limited in access to the support they need to solve problems directly. Technical constraints, such as unstable internet connection issues, are also a significant barrier, affecting the quality of digital learning provided. Therefore, adequate digital infrastructure support is needed to overcome these challenges and ensure that the flipped classroom method can be implemented effectively and maximally (Nurhijrah, 2024; Yulianti & Wulandari, 2021).

The results of this study align with previous research that highlights the benefits of flipped learning for language acquisition. For instance, international studies on

English as a Foreign Language (EFL) learners demonstrate that when students engage with materials beforehand, they are more likely to participate in meaningful classroom interactions (Aprilia et al., 2022). This resonates with the findings in Vocational High School in Karawang, where students reported feeling more prepared and confident to contribute. However, unlike studies in well-resourced contexts, the challenges faced by Indonesian vocational students, particularly limited internet access and distractions at home, emphasize the importance of adapting the flipped model to local realities.

Another significant implication of this study lies in its contribution to teaching practice. Teachers in vocational schools often struggle to balance academic content with practical skills. The flipped classroom provides a strategy that allows teachers to allocate more class time for practical application, while still ensuring that students grasp theoretical concepts beforehand. For example, descriptive text reading activities could be combined with project-based tasks, such as creating multimedia descriptions of workplace tools or environments, making learning both relevant and engaging.

Furthermore, the findings suggest that flipped learning supports the development of soft skills. Beyond comprehension, students demonstrated growth in collaboration, problem-solving, and self-directed learning. These are crucial skills for vocational graduates, who are expected to adapt quickly in professional environments. Teachers observed that students who were initially reluctant to participate became more confident over time, indicating that flipped classrooms may foster a more inclusive learning environment where diverse learning styles are accommodated. From a policy perspective, schools and educational stakeholders can use these insights to design professional development programs for teachers. Training on how to create effective digital materials, manage blended learning environments, and provide differentiated support for students would help maximize the benefits of flipped classrooms. Additionally, investment in school-based digital infrastructure, such as reliable internet and access to devices, would help address the barriers identified in this study.

This study also highlights the need for continuous monitoring and evaluation. While short-term improvements in student engagement were evident, further research should investigate the long-term effects of flipped learning on academic achievement and workplace readiness. Integrating formative assessments, such as reflective journals or peer evaluations, could provide ongoing feedback to enhance the effectiveness of the model. Overall, the discussion underscores that flipped classrooms, when properly adapted, hold strong potential to transform vocational education by combining academic rigor with practical relevance.

4. Conclusion

This study concludes that the implementation of the flipped classroom model in teaching descriptive text reading at a vocational high school provides significant benefit for both students and teachers. The findings reveal that students were more

engaged, better prepared for classroom discussion, and demonstrated greater confidence when expressing their ideas. By accessing materials before class, students were able to learn at their own pace, which supported deeper comprehension and improved classroom participation. Teachers, in turn, were able to use class time more effectively for facilitating interactive discussions and clarifying difficult concepts.

However, the research also highlights several challenges, such as limited access to digital infrastructure, lack of conducive learning environments at home, and difficulties in time management. These challenges indicate the need for supportive measures, including teacher facilitation, digital resource improvement, and student training in self-regulated learning. Future research may expand the scope of participants, explore comparative studies across different schools or educational levels, and evaluate the long-term impact of the flipped classroom approach on literacy development. Overall, this study demonstrates that the flipped classroom can be an effective and innovative strategy to enhance reading comprehension in vocational education settings.

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How to cite this article:

Kusdiana, I. L., Samsi, Y. S., & Kartini, D. (2025). The Implementation of Flipped Classroom in Teaching Descriptive Text Reading: A Case Study At Vocational High School. *Journal of Educational Sciences*, 9(6), 4924-4935.