

Implementation of Flipped Classroom as Student-Centered Learning Implementation in *Awatara* Learning of 7 Grade At SMP Negeri Satap 2 Kintamani

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Abstract

Talking about learning and teaching certainly cannot be separated from how skilled an educator is in developing learning strategies. This also applies to all subjects taught, one of which is Hinduism. Learning Hinduism aims to build morals and virtuous behavior through the guidelines of the holy book, namely the Vedas, so this causes many educators in the field of Hinduism to only focus on conveying teachings from the Vedic scriptures, especially the story of *Awatara* by delivering material through the lecture method, without paying attention to the interests of their students. Even though in this era of globalization, children are often easily influenced by foreign cultures so interest in exploring their own beliefs is reduced, and each student has a variety of learning styles. The ability of educators to design learning strategies greatly influences students' interest in Hinduism lessons and students can internalize and deepen the moral values that are learned through the learning process they go through, one of which is by implementing *flipped classrooms* as an implementation of *student-centered learning* in *Awatara* learning for learning experiences which is more meaningful. This research is qualitative in nature with data collection methods in the form of participant observation. The results obtained are that through the *flipped classroom* students can train their creative thinking skills well and can create innovations based on moral values obtained from *Awatara* learning. The conclusion from this study is that flipped classes can be a solution to teaching strategies for learning *Awatara* material as the application of student learning centered for a meaningful learning process amid the demands of teachers who must understand the diverse student learning styles.

Keywords: Strategy; Flipped Classroom; Student-Centered Learning; *Awatara*

Introduction

In this era of globalization, technological developments are accelerating which indirectly affects the learning styles of students who are instant in finding, searching for, and getting various kinds of needs. This triggers the low critical thinking skills of students due to the lack of active participation of students in the learning process. In addition, learning that is often teacher-centered with learning activities that are less varied also results in students becoming more easily bored or less interested in following the lessons conveyed by the teacher so that students' understanding and mastery of the material decreases. Thus educators should not only focus on students' cognitive knowledge but also abilities in psychomotor and affective aspects. Therefore the right learning strategy can determine the success of the learning process. In the subject of Hindu Religious Education, learning the Vedic scriptures related to stories like *Awatara* is of course not only by being a storyteller or what we often conclude as a lecture method. In addition, not all students have an auditory learning style so applying the lecture method to teach *Awatara* material will not be effective for all students and educators in terms of time

and understanding of the material, the impact is that students are less able to understand or live up to it, let alone practice the teachings of the scriptures conveyed. Educators' awareness of the importance of the learning process compared to results must also be emphasized because as is often felt throughout the world of education, namely where students only graduate without understanding the content of the learning that has been taught in class. The ability of educators to design learning strategies that will be used in teaching can be a determinant of the success of the learning process, through the flipped classroom model the teacher can combine students who have different learning styles and become a study group and provide assignments in advance where these assignments will be discussed by the study group and obtain information from various sources that can increase learning motivation while utilizing technology and training students' collaborative skills which will then be discussed in class meetings where directly this model also realizes student-centered learning or Student-Centered Learning (SCL) because participants students play a full role in learning this model.

In the flipped classroom learning process or reverse learning the teacher can change teaching strategies with tasks that should be done at home instead of being done in class accompanied by the teacher while absorbing material or seeking information about the material to be discussed can be done outside the classroom or at home. Students are allowed to use the technology they have to dig up information that will support understanding of the material being discussed so that the time in using lesson hours can be carried out effectively. According to Verleger and Bioshop (2013) flipped classroom learning is divided into two parts, namely the narrow meaning and the broad meaning. Where is the narrow meaning, activities take place outside the classroom by watching videos while in class discussing, practicing, and solving a problem. While in a broad sense, flipped classroom learning activities are not just listening activities but also have to analyze and answer several questions that are closed in nature which then in-class learning is carried out by discussing with open activities. The flipped classroom learning model is known to have several types (Utami, 2017) the explanation is as follows;

1. Traditional flipped, namely a very simple flipped model where the teacher gives videos to watch at home, then in class learning students are given assignments individually or in groups.
2. Mastery flipped, the application is almost the same as the previous model except that the teacher adds material at the previous meeting to be listened to which is then linked to the material to be discussed
3. Peer instruction flipped, namely the most complex flipped model where the implementation is carried out thoroughly with the ability and activeness of students to dig up as much information as possible about the topic given by the teacher, then in-class activities, students have the opportunity to exchange opinions with their friends both individually or between groups.
4. Flipped problem-based learning, namely the flipped model with the problem stimulus given by the teacher at the previous meeting, then at the class meeting, students work on assignments where the teacher acts as a facilitator. In this activity students can conduct experiments and teachers can also evaluate.

Based on the explanation above, it can be seen that the purpose of writing this article is to find out how the flipped classroom is implemented as an implementation of Student-Centered Learning in Class 7 *Awatara* learning at SMP Negeri SATAP 2 Kintamani. So that in preparing this article the author tries to collect data based on the results of field observations in teaching and learning activities using this flipped classroom model.

Method

This research is qualitative research raising issues regarding the Application of Flipped Classrooms as the Implementation of Student-Centered Learning in Class 7 *Awatara* Learning at SMP Negeri SATAP 2 Kintamani. The assessment of the data used for this research is qualitative data. The data sources were obtained from grade 7 students by comparing the learning outcomes based on the previous discussion material. The data collection methods used in this study were participant observation, interviews, and document studies. Research activities are also equipped with data analysis which includes data processing, data reduction, data presentation, and concluding so that the authors collect data based on observations of the group of objects studied and are directly involved in the research process.

Result And Discussion

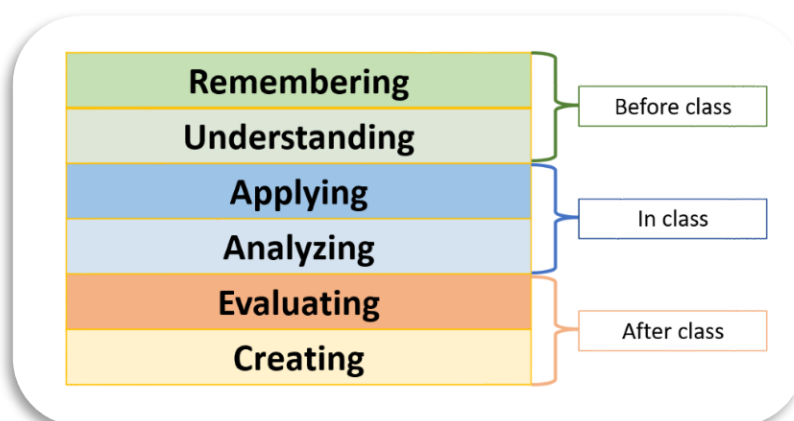
The flipped classroom is a situation when the learning process that is usually done in class is done at home by students, and homework that is usually done at home is done and completed at school. In applying this model students need to carry out activities to search, study, read, and listen to learning videos independently at home to absorb information and understand the material before learning in class begins (Bergmann and Sams, 2012). Through this flipped classroom model, students not only learn with the help of technological media but also how to maximize study time with teachers at school or with the help of technology at home, so that the time spent in the learning process can be well organized and create student-centered learning. in the learning process. In addition, flipped classrooms also require many learning resources that do not only come from one source, so each student can find information from anywhere with the help of technology and adjust their learning styles. In contrast to the conventional learning model which applies the old way of delivering material through the lecture method and is teacher-centered, this method is considered efficient and easy because it does not cost a lot of money and does not require a lot of teaching materials, but the results obtained in the field are this model is not effective. for use in heterogeneous classes or have different learning styles for each student.

1. Flipped Classroom Model Learning Strategy in Hindu Religious Education

Hindu religious education is one of the references for determining graduation at each level of education, this is determined by the national education system as an effort to improve human resources with noble character by the teachings of their respective religions. So that Hindu religious education must be carried out meaningfully by focusing on process rather than results so that later students can build morale and practice virtuous behavior by the values of Hindu religious teachings that have been taught. Conventionally, the implementation of teaching and learning is usually centered on the teacher or Teacher Centered Learning. However, in this globalization era, this method is less effective amid the rise of technology that can provide information that is even more complete than what is explained by the teacher, therefore learning is expected to be centered on students while the teacher acts as a facilitator or commonly referred to as Student CenStudent-CenteredIn addition, the implementation of learning is also experiencing developments where what is usually the teacher first explains then students listen and understand now turning into students who first collect information and understand, then the teacher as a facilitator facilitates students in discussing so that learning objectives can be achieved according to the specified competencies or which is now known as the flipped classroom.

2. Design of Flipped Classroom Implementation in Hindu Religious Education

The flipped classroom can meet the needs of students with different learning styles in understanding material with the help of study groups as a means of student discussion interaction between peer tutors:



Picture 1. The Relationship Between Bloom's Taxonomy And The Implementation Of The Flipped Classroom

The application of the flipped classroom is divided into three stages: before class, in class, and after class.

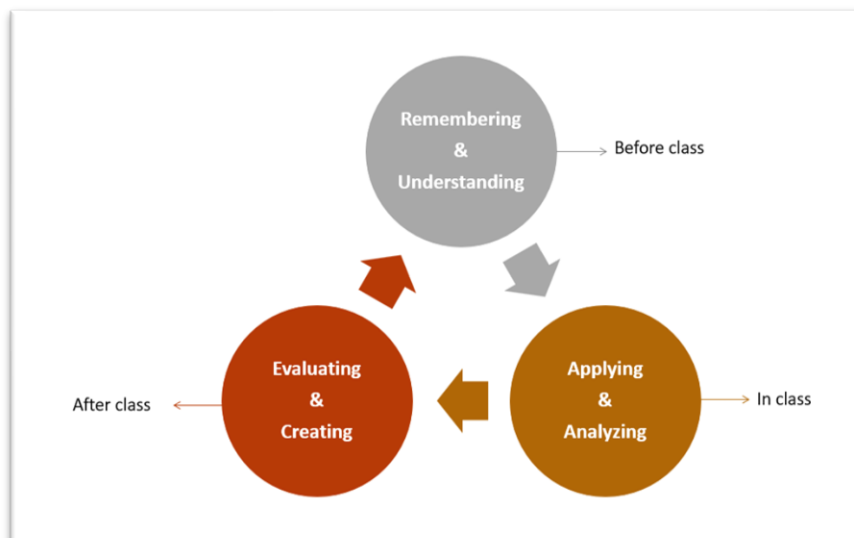
- a. Before class, at the previous meeting the teacher had provided material that would be discussed at the next meeting either through technological media in the form of videos or digital reading books and students had been directed to dig up as much information as possible with their group mates about a material that would be discussed at this meeting, the process of gathering information can be carried out together both at home and school, even the Indonesian government has supported group learning activities of students by implementing a zoning system so that group activities will be easily carried out without worrying about the relatively far distance of the house because the zoning system has ensured that students come from the local environment. Furthermore, based on the information that has been obtained, students are expected to be able to remember (remembering) what they have read and understand (understand) information about the material to be discussed before class begins. At this stage, the study groups contain students with different learning styles, so that students who initially explore information together through the use of technology that is directed at learning can remember and understand the content of the material according to their respective learning styles.
 - 1) Students with a visual learning style can remember and understand the material by looking at pictures related to information found together through internet media or technological means owned by each child in the group,
 - 2) Students with an auditory learning style can dig deeper into information by listening to stories from people closest to them or video media such as YouTube and understand it with children who have a visual learning style.
 - 3) Students with a kinesthetic learning style can seek information by finding examples in everyday life while listening to explanations from peer tutors who have auditory and visual learning styles, or vice versa. Thus students also learn to work together, collaborate, and exchange ideas to achieve knowledge and understanding of material together.
- b. In class, after students have remembered and understood the material to be discussed in class. Furthermore, students can apply (applying) information that has been understood and analyzed (analyzing), at this stage, the teacher acts as a facilitator to

facilitate learning. When the teacher stimulates students with a number of questions and students from different groups to answer, if there are different answers or conclusions or an inaccurate understanding, the teacher wants to prepare questions based on HOTS to stimulate students' analytical power so that learning takes place meaningfully. At this stage in the classroom, the process of evaluating and creating new works can also take place if the ability to apply and analyze students has been fulfilled.

- c. After class, it is the final stage of the learning process according to Bloom's taxonomy. Conventionally, if students are able to remember, understand, apply, and analyze, then it can be ensured that students are able to evaluate their understanding and create new innovative works related to the material that has been discussed according to their respective creativity. So that the cognitive abilities of students become balanced with their psychomotor and affective abilities.

Thus the application of the flipped classroom according to Bloom's taxonomy in Hindu religious education subjects becomes a learning cycle with a pattern of remembering → understanding → applying → analyzing → evaluating → creating then remembering (remembering) as well as understanding what was created and linking it to further learning and so on. This can happen because every material taught in Hindu religious education is related to each other or becomes one in the concept of Hindu theology which is guided by the Vedic scriptures.

Based on the explanation of the stages of the flipped classroom activity above, it can be understood that reverse learning also aims to equip students with the ability to think critically (critical thinking), the ability to accept group opinions or work together (collaborative), the ability to express opinions (communication skills), and be able to improve students' creative and innovative ways of thinking (creative and innovative) which directly result in student-centered learning (SCL). In its own implementation, Student-Centered Learning encourages students to be more active in the learning process but with the implementation of the flipped classroom, students' differences in learning styles, as well as speed in absorbing material can be carried out meaningful learning simultaneously. The teacher's ability to facilitate students also plays an important role in the continuity of the learning process where the teacher must be prepared with critical questions that students might ask so that the teacher must really have mastery, understanding, and deepening the material.



Picture 2. Illustration Of The Learning Cycle Of Hindu Religious Education With The Flipped Classroom Model

In implementing a flipped classroom for learning Hindu religious education there are several things that must be considered including:

- a. Educators must be more technologically literate than students. In this globalization era, we often find children's skills even at an early age in using gadgets. This is certainly the responsibility of a teacher in educating and directing students to make the best use of technology. In addition, the Indonesian Minister of Education has also facilitated educators to participate in the teacher mobilization program, where this program is deliberately designed to support the needs of teachers who should be ICT literate and includes offering various pieces of training on how to teach in the Industrial Age 4.0. In its own application preferably in the school environment, students are also facilitated with appropriate technology so that 21st-century learning can be created while implementing a flipped classroom. What educators can do when the use of devices is permitted in the learning process is that educators invite students to make class agreements regarding the use of devices in the school environment and sanctions that are imposed if violations occur in the school environment.
- b. Educators have a broad material understanding of the material discussed. Learning activities are actually an interaction between educators and students, learning activities are not only carried out by students but vice versa. So that the teacher's ability to be literate in technology will be very helpful when the understanding of the material possessed by educators is considered inadequate. With a note that the way teachers use this technology must be in accordance with their level. Do not let students think of educators as someone who does not understand the material being taught by themselves, the perspective of these students can be formed as a result of technological developments and the use of technology in the environment of most students for social media so this causes the younger generation to be more sensitive in assessing other people's abilities.
- c. Educators can divide student study groups appropriately. As previously discussed, students are very diverse, they have a variety of learning styles, different rhythms in absorbing material, and much more. So that teachers who really understand their teaching environment can divide study groups well. In a flipped classroom, learning should be done in groups which will train students to collaborate with their environment, but that does not mean that flipped classrooms cannot be done individually. This depends on the teacher's strategy in presenting learning.
- d. Educators can ensure that the needs of students in receiving information are met. Flipped classroom promises the success of students in understanding the material. According to the Ministry of Education and Culture, students who practice this method have very high learning motivation, increase creativity, increase responsibility, students are more active in PBM in class, and better academic grades when compared to traditional learning methods. However, it should also be noted that the teacher is the figure who best understands his students, so meeting the needs of students in receiving information is the responsibility of the students and their suitability with Basic Competencies and Core Competencies that must be achieved in learning objectives
- e. Appropriate stimulation to increase student interest in the material discussed. The right approach can build students' interest in learning new things, as well as Hindu Religious Education which often uses stories in its teachings. The teacher's ability to arouse student curiosity can determine the success of the flipped classroom implementation, which can make students really curious and dig up as much information as possible about the material to be discussed. So that it can indirectly increase the motivation to learn.

3. Application of Flipped Classroom as Implementation of Student-Centered Learning in *Awatara* Materials

Awataras are part of the Vedic scriptures, namely the Puranas, while the book that tells about *Awataras*, namely the Vishnu Purana. In learning Hindu Religion education students have studied the contents of the Vedas according to their class division and their level of understanding from Elementary School, Junior High School, and High School, to the General level. The *Awatara* material itself is grouped as learning for 7th-grade junior high school students, which means that before getting to know the concept of the *Awatara* themselves, students must have been introduced to the concept of the Five Sraddhas which were taught at the previous level. Learning about *Awatara* itself certainly has a close relationship with Hindu religious education material that has been taught previously so that students' understanding is considered to be able to understand the concept of *Awatara*.

Table 1. Presentation of Basic Competencies and Competency Achievement Indicators That Must Be Considered In Implementing Flipped Classrooms In *Awatara* Learning

Basic competencies	Indicators of Competence Achievement
1. Living the concept of <i>Awatara</i> in Hinduism	1. Believing in the concept of <i>Awatara</i> in Hinduism
2. Demonstrating <i>Awatara</i> teachings in daily life	2. Researching the concept of <i>Awatara</i> in Hinduism 3. Politeness in telling the descent of <i>Awatara</i> according to the book of Vishnu Purana
3. Describe the concept of <i>Awatara</i> in Hinduism	4. Explaining <i>Awataras</i> in Hinduism 5. Identify the types of <i>Awataras</i> according to the Vishnu Purana
4. Presenting <i>Awatara</i> stories in Hinduism	6. Write down the concept of <i>Awatara</i> in Hinduism 7. Telling the types of <i>Awataras</i> according to the book of Vishnu Purana

Based on the table above, it can be seen that the application of flipped classroom as the implementation of Student-Centered Learning begins with adjusting the learning steps to be carried out according to Bloom's taxonomy by paying attention to Basic Competencies and Indicators in learning :

- a. Prepare students. Divide students into several groups consisting of 5-6 people
- b. Provide stimulus at the stage before class. At the previous meeting, the teacher introduced the concept of an *Awatara* which will be discussed at the next meeting. The teacher stimulates with a number of questions that can increase student motivation in seeking information about the material to be discussed, and provide agreements such as rewards for students who are able to explain well at the next meeting to increase learning motivation.
- c. Then the students in groups together look for as much information as possible to compete in explaining well at the next meeting
- d. At the in-class stage, students are ready with their own knowledge and understanding to explain the concept of *Awatara*. The teacher facilitates students to exchange opinions regarding the understanding of the *Awatara* concept and corrects understanding if there are deviations. In this activity, students can apply their knowledge to prove their understanding and then analyze differences of opinion from

their friends. Teachers can also provide opportunities for students to draw conclusions to practice their critical thinking skills.


- e. For the next stage, students are believed to be able to evaluate their understanding by answering questions posed by the teacher regarding the material discussed for deepening the material. Furthermore, students are expected to be able to create new works or innovations from the material that has been studied.
- f. The next cycle, namely through the work and innovations that have been created by students, students can expand their understanding and knowledge to be ready to receive the next material, and so on the flipped classroom learning cycle repeats itself.

The learning of *Awatara* material begins with the teacher's presentation of the parts of the Tri Murti, namely Lord Vishnu, who is in charge of maintaining, then associated with one of the parts of the Panca Sraddha, namely Punarbhawa, which is rebirth without explaining at length the material to be discussed, then instructing students to find matters relating to *Awatara* and his group. This is done in order to instill the *Awatara* concept in students so that if students already have an idea about the concept, students will begin to be motivated to find out information from the material to be studied. Then proceed with group discussions that take place before class or can be done at home. Furthermore, at the meeting in class, the teacher and students discuss the meaning of *Awatara* and its parts. The teacher gives a stimulus by asking a group that is ready to explain in front of the class so as to create motivation to learn in class then gives rewards to groups that can answer well, the teacher also gives other groups the opportunity to answer. Furthermore, students are invited to get to know the parts of *Awatara*. Because *Awatara* itself is one of the holy books that contain a story, each student has the opportunity to have his own way of telling stories without changing the essence of the story so that from the differences in storytelling styles, students can apply and analyze differences and be able to find conclusions from Vedic teachings. contained in the story of *Awatara*. When the concept of *Awatara* is well understood by students, students can evaluate and create new innovations in learning the material.

4. Flipped Classroom Learning Outcomes in *Awatara* Material

Based on the suitability of the application of the flipped classroom with the bloom taxonomy, the results of the innovations created by students in *Awatara* learning can be seen in the following table:

Table 2. The Results Of Innovations Created By Students After Implementing The Flipped Classroom

Groups	Generated innovation	Documentation
Group 1	In this group, students succeeded in developing media in <i>Awatara</i> learning, namely making interactive charts presented with table boards. Where the resulting media contains images of the <i>Awatara</i> parts. On the left side of the table is attached an arrangement of paper that looks like a small book and contains pictures of influential figures in each <i>Awatara</i> story,	

while on the right contains handwritten and nicely decorated fragments of *Awatara* stories.

Group 2 The innovation created is song-based *Awatara* learning. In this group's song work, students use the folk song "Ampar-Ampar Pisang" as the basic tone, while the lyrics used are based on parts of *Awatara* along with fragments of his stories.



Group 3 This group of students consisted of 5 people and succeeded in creating a new innovation, namely *Awatara* learning by performing a simple drama that tells the story of Narashima *Awatara* with skill in role playing. This can also help students with a visual learning style to better understand the material.



Group 4 Likewise with group 4 which produced a simple drama performance illustrating the events of the churning of the sea with Mount Mandara Giri in the story of Kurma *Awatara* accompanied by an explanation of the gods acting like Lord Shiva who swallowed poison so that it could increase students' understanding of other Hindu Religion learning materials such as Tri Murti



What can be seen here is that the collaboration of children in Flipped Classroom can produce a new innovation and every child with their own learning style can discover their speaking skills in groups so that they agree to create a work together. Student-Centered Learning in Flipped Classroom is also very visible in the learning process because in group discussions they have agreed on things that are not yet understood so that the knowledge gained by each group is evenly distributed, which is then facilitated by the teacher. Evaluation of the *Awatara* material after the implementation of the Flipped Classroom showed very satisfying results. Where the results are much more improved than using the usual learning model or Teacher Centered Learning. But keep in mind that each group of students finds a different understanding during the pre-class stage which is seen during class discussions on the application of the flipped classroom, this can occur due to several factors, namely:

- a. Students get references from a variety of different sources
- b. Students have a different understanding of receiving information
- c. Students do not really understand the information obtained
- d. Students get information from sources that are less accurate
- e. Students do not participate in the process of absorbing information or just following their friends' answers

Through the results obtained from the implementation of the Flipped Classroom in learning Hindu Religion education, it can be seen that this model has several advantages and disadvantages or disadvantages, namely:

- a. Excess
 - 1) Improving the quality of student learning because the flipped classroom directly implements student-centered learning or Student-Centered Learning.
 - 2) More efficient use of study time in class, educators often complain that teaching time is very short, sometimes if teacher-centered learning is still implemented, the time used will be very long. Especially with the lecture method used, the lesson hours will not be enough to deliver the material as targeted. So that with the application of Flipped Classroom, educators can manage time well if students already have the provision of knowledge before class begins. Learning in the classroom will also be more meaningful because in the classroom discussing things that are not yet understood while thinking critically and exchanging ideas that occur between students.
 - 3) Improving students' skills in the Industry 4.0 era in the process of finding information through available technology and being able to utilize technology for useful things such as learning. Students can also find the information needed according to their individual learning styles at will, this can also increase student motivation.
 - 4) Provide students with the ability to communicate in working with teams where which will be very useful for the future of students. Speaking skills that are properly trained will increase students' self-confidence so that it is believed that the younger generation of Indonesia is able to compete in this developing era, especially coupled with the practice of religious values that have been learned.
 - 5) Educators and students become closer to a conducive learning atmosphere and are liked by students, this is of course influenced by how teachers are able to understand students who have diversity so that teachers are expected to be teachers not only to their students but become teachers in the hearts of students.
 - 6) Students who are able to master learning well will be very confident in creating new innovations, in other words, students can also be free to be creative according to the imagination received after understanding the lesson.
- b. Weaknesses and constraints
 - 1) Inadequate facilities and infrastructure. Certain areas in Indonesia, especially places that are still considered remote areas, lack adequate infrastructure or facilities. Meanwhile, in implementing the flipped classroom, students should have supporting facilities to gather as much information as possible before class begins, not just from the supporting books that are distributed, but from various other sources.
 - 2) Teachers who are less technologically literate will find it difficult to implement a flipped classroom, many of the teachers who live in generation X often apply the old-fashioned learning process, so the implementation of the flipped classroom is felt to be incompatible with the teaching culture of their previous era plus teachers

will also be left far behind by students who are even proficient in using technology.

- 3) There are groups of students who don't like to mingle. In each education unit, at least 2% of the students will be found who have a quiet nature, this will complicate the implementation of the flipped classroom because in practice the students are the center. However, this can be overcome by the teacher's approach to the students in question in order to build good learning motivation so that they can increase students' self-confidence and mingle with their peers.
- 4) Students sometimes think that listening to reference videos given by teachers is something that shouldn't be done, students also sometimes abuse technology through their devices to do things that are less useful when they are in the home environment
- 5) Some students who have attended or participated in seeking information related to the topics discussed do not understand or understand because of a lack of facilities at home such as assistance from parents in helping explain or also do not have sufficient motivation to learn related to the material being discussed
- 6) Educators are less active in providing references as material that students will listen to before class begins

Flipped classroom learning emphasizes students be the center as a whole, this can train students in critical thinking, the ability to receive group opinions or work together (collaborative), the ability to express opinions (communication skills), and be the ability to improve ways of thinking creative and innovative learners (creative and innovative). Thus the limited teaching time will no longer be a problem for the teaching and learning process for Hindu Religious Education, where most of the content of the delivery of material comes from stories. Appropriate learning strategies will greatly assist in carrying out more conducive learning activities, one of which is the application of the flipped classroom which directly becomes the implementation of student-centered learning (SCL). Therefore, student activity in the learning process before class, in class, and after class.

In learning Hindu religious education, especially *Awatara* material, it will never be separated from the lecture method considering this material is one of the materials that contain stories, it's just that through flipped classrooms the lecture method can be reduced because students are equipped with knowledge about *Awataras* before class starts. The application of the flipped classroom in learning Hinduism education itself must also pay attention to several things so that later the application of the teaching model carried out can meet the learning needs of students. So that an understanding of learning will be created, it should be more concerned with the process than the results without a definite understanding. The teacher as a facilitator must also play an active role in implementing the teaching and learning process in the classroom, especially to pay attention to students who do not interact in groups or individually so that the needs of students in absorbing material will be met as a whole.

Conclusion

Flipped learning or reverse learning is one of the implementations of the application of Student-Centered Learning (SCL). In the flipped classroom learning process or reverse learning the teacher can change teaching strategies with tasks that should be done at home instead of being done in class accompanied by the teacher while absorbing material or seeking information about the material to be discussed can be done outside the classroom or at home. Students are allowed to use the technology they have to explore information that will support understanding of the material discussed so that the use of study hours

can be carried out in a conducive manner. The flipped classroom can meet the needs of students with different learning styles in understanding the material with the help of study groups as a means of student discussion interaction between peer tutors, Student-Centered Learning in Flipped Classroom is also very visible in the learning process because group discussions they have agreed on things - things that have not been understood so that the knowledge obtained by each group is evenly distributed, which is then facilitated by the teacher. The learning of *Awatara* material begins with the teacher's presentation of the parts of the Tri Murti, namely Lord Vishnu, who is in charge of maintaining, then associated with one of the parts of the Panca Sraddha, namely Punarbhawa, which is rebirth without explaining at length the material to be discussed, then instructing students to find matters relating to *Awatara* and his group. This is done in order to instill the *Awatara* concept in students so that if students already have an idea about the concept, students will begin to be motivated to find out information from the material to be studied. Evaluation of the *Awatara* material after the implementation of the Flipped Classroom showed very satisfying results. Where the results are much more improved than using the usual learning model or Teacher Centered Learning.

The most important thing that must be considered in implementing the flipped classroom is that educators have a broad material understanding of the material being discussed. Learning activities are actually an interaction between educators and students, learning activities are not only carried out by students but vice versa. So that the teacher's ability to be literate in technology will be very helpful when the understanding of the material possessed by educators is considered inadequate. With a note that the way teachers use this technology must be in accordance with their level. Do not let students think of educators as someone who does not understand the material being taught by themselves, the perspective of these students can be formed as a result of technological developments and the use of technology in the environment of most students is for social media so this causes the younger generation to be more sensitive in assessing other people's abilities. As well as the ability of educators to design learning strategies for students can be a determinant of the success of the learning process. Flipped classroom learning can also equip students with the ability to think critically (critical thinking), the ability to accept group opinions or work together (collaborative), the ability to express opinions (communication skills), and be able to improve students' creative and innovative ways of thinking (creative and innovative) which directly results in student-centered learning (SCL).

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