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Utilization of Social Media in Flipped Classroom for the Development of Blended Learning Model in Rural Schools

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ABSTRACT

In the digital era, the utilization of social media is very important. In the world of education, social media has been massively used since the COVID-19 pandemic, where learning is mainly done online. This study aims to examine the utilization of social media in a flipped classroom to develop blended learning in elementary schools in rural areas. This study uses a quantitative approach with a descriptive research type. The utilization of social media for learning media makes it easier for someone to understand certain learning materials because wherever and whenever we can access the learning media and can even be repeated. In addition, through social media, students and teachers can also share learning information easily. The utilization of social media for learning is very necessary even in the post-pandemic era because science and technology will continue to develop hand in hand. The utilization of social media is the right step in achieving an interactive and quality learning process. The existence of social media platforms makes it easier for students to explore information and knowledge, as well as play an active role, such as asking questions and digging deeper into what they don't know.

Keywords: *Community Agency; Ecological Subordination; Livelihood Transformation; Participatory Reclamation; Post-Extractive Landscape*

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1. Introduction

In the digital era, social media utilization is very important. In the world of education, social media began to be massively used since the COVID-19 pandemic, when learning was mostly done online. Studies on the development of blended learning in elementary schools are necessary because it can increase students' interest in learning, critical thinking, and performance. Research on learning models has been widely conducted, but studies on blended learning models are still rare.

Studies on the utilization of social media in the development of blended learning are also still few, even in Indonesia; this related study can be said to be minimal. This is the background of the researcher's interest in conducting this study, which aims to examine the use of social media to develop blended learning.

Blended learning is an educational program in which students can learn through content and instructions delivered online, where the control lies with the student independently, both in terms of place, time, sequence, and speed of learning. Studies on the development of learning models have been directed towards conventional learning. Meanwhile, recently, many studies on learning models have examined online learning. In fact, after the COVID-19 pandemic, learning has been done face-to-face.

The COVID-19 pandemic brought many changes, and online learning became a choice at that time. However, after the COVID-19 pandemic, there is a need for innovation in the development of learning models. Along with technological developments, teachers must be able to develop learning models that can improve students' abilities in various aspects.

So far, there has been no study on blended learning using the flipped classroom. In Madura, teachers have only used conventional methods in conducting the learning process. During the pandemic, teachers have had difficulty in delivering learning materials. Many things become obstacles in learning during the COVID-19 pandemic. At that time, learning was only done through WhatsApp. In addition to the lack of parental involvement in the learning process, facility support is also inadequate, so that during the COVID-19 pandemic, the learning process faced many obstacles. This also affects students' ability to absorb learning materials.

This study aims to examine the utilization of social media in a flipped classroom to develop a blended learning model. It is known that Madura has its own uniqueness and distinctiveness related to its culture and society. The research results are expected to be able to develop blended learning that can be applied in elementary schools, especially in Madura. During this time, teachers use conventional learning models where teachers explain and students only listen, so students lack independence in learning.

Blended learning has become a hotly discussed topic and teaching mechanism in education. The COVID-19 pandemic situation has indirectly become a momentum for consensus in the use of blended learning (Nambiar, 2020). The combination of offline, online, and face-to-face teaching offered in blended learning supports the creation of student-centered learning that tends to be more flexible to students' needs (Iyer et al., 2020). The world body UNESCO shares this opinion, stating that blended learning can be an inclusive learning solution. The hope is to ensure continuity of learning for all groups, especially children and adolescents who are disadvantaged and tend to be hit by school closures during COVID-19.

Research conducted by Abdullah (2018) concluded that blended learning is implemented with several combinations, namely 50% online and offline learning, 50% face-to-face learning, or 25% online and offline learning, 75% face-to-face learning. Initially, it was recognized that there were many challenges and problems faced, especially psychologically, in the implementation of blended learning. However, these conditions are slowly subsiding, and widespread

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implementation is being implemented in all educational institutions around the world (Jdaitawi, 2020). The hands-on experiences of teachers and students instead make blended learning the best choice (Larmuseau et al., 2019). Previous studies show that blended learning has many advantages. For educational institutions, blended learning allows for the acceleration of technology-based education, especially in terms of facilities and infrastructure in line with the 5.0 revolution (Lazar et al., 2020).

For teachers, blended learning is able to increase understanding of technology, learning, and curriculum innovations, which students then follow (Bruggeman et al., 2021). As for students, blended learning allows students to be more involved in determining the topics they want to learn, when, where, and how they learn (Lackovic et al., 2017; Nguyen, 2017; Vo et al., 2017). Students are also more flexible in terms of time and learning style at their own pace, increased student engagement and motivation, better participation, increased feedback, better critical thinking skills, and allow for one-on-one tutoring (Bazelais et al., 2018; Castro, 2019; El Rizaq & Sarmini, 2021; Nambiar, 2020; Serrano et al., 2019). Based on these advantages, blended learning allows not only the institution to grow, but also to maximize the potential of both teachers and students (Iyer et al., 2020). Blended learning is synonymous with the use of technology and internet facilities that allow interaction to occur globally (Zhang et al., 2020). This accessibility can be interpreted as a form of implementation of the fourth SDG's point, namely, quality education.

2. Research Methodology

This research uses a quantitative approach with a descriptive research type. In accordance with the existing problems, this research was conducted to provide an overview of certain social phenomena that are the focus of attention to be explained. This study attempts to examine the utilization of social media in the Flipped Classroom for the development of blended learning in rural schools.

This study was conducted with 380 elementary school students in Madura. Data were obtained through interviews conducted using a questionnaire instrument. Purposive sampling was used in this study. In this study, interviews were conducted directly using a structured questionnaire, and the researcher used the questionnaire as a reference to obtain data. The questionnaire consists of semi-closed questions. The data that has been collected is then entered and processed using SPSS. The data was presented in tabular form. Furthermore, the data were analyzed and discussed in relation to previous relevant studies.

3. Results and Discussion

3.1. The Use of Flipped Classroom in Elementary Schools in Rural Communities

Flipped Classroom is a learning model in which, before learning in class, students first study the subject matter at home based on the tasks that the teacher has delivered. Teachers also use this method when there are students who are absent from class. Teachers can make videos related to learning materials and deliver them to students who do not attend class. With this teaching model, students do not miss the material, and they can repeat the subject matter if they feel they have not fully understood it. Students are also stimulated to independently study the material before entering class, so this will foster student interest in learning. In addition, students are finally accustomed to learning to think critically about learning materials, and they have the opportunity to ask the teacher when they are in class. Student performance is also expected to improve because this flipped classroom learning model encourages students to learn and learn.

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Based on the data in **Table 1**, it is known that most students know the Flipped Classroom (73 percent). They also said that they have participated in learning using the flipped classroom model (68.2 percent).

Table 1. Use of Flipped Classroom

No.	Question	Answer				Number	
		Yes		No			
		F	%	f	%	F	%
1.	Do you know what *Flipped Classroom* is?	279	73 %	101	27%	**380**	**100**
2.	Have you ever participated in learning using the *Flipped Classroom* model?	259	68, 2%	121	31,8 %	**380**	**100**
3.	Have you ever utilized learning media that can be accessed online before learning begins (at home)?	279	73 %	101	27%	**380**	**100**
4.	Have you ever utilized learning media that can be accessed online when learning in class?	223	84, 7%	157	41,3 %	**380**	**100**
5.	Have you ever used learning media that can be accessed online after learning (at home)?	282	74, 2%	98	25,8 %	**380**	**100**

Students have also utilized learning media that can be accessed online before learning begins (at home), which is 73 percent. The students have used learning media that can be accessed online during classroom learning (84.7 percent), and have used learning media that can be accessed online after learning (at home) by 74.2 percent.

Teachers are expected to innovate in delivering material so that students can absorb it. The learning model must be updated and follow changes that occur. The use of technology in learning is necessary, and the flipped classroom is a necessity in today's digital era.

3.2. Social Media Utilization in Flipped Classroom for Learning Development in Elementary School

The most common flipped classroom media used by students to learn are YouTube and Learning Videos, Google Classroom, and Quiziz (**Table 2**). In addition, some students use Google, Kahoot, and Edmodo. While some other students answered that they had never used flipped classroom media in any form.

Table 2. Social Media Used in Flipped Classroom by Students for Learning

No.	Media	Yes	No
1.	Youtube	291	89
2.	Edmodo	1	379
3.	Google Classroom	97	283
4.	Quiziz	54	326
5.	Learning Video	208	172

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No.	Media	Yes	No
6.	Kahoot	3	377
7.	Google	8	372
8.	None	9	371
9.	Never	4	376
10.	Other	15	365

In elementary school learning today, social media is widely used. Social media helps children to communicate remotely quickly and easily. In addition, children can also quickly do their schoolwork because of the easy access to widespread information. Teachers and parents can connect easily due to the sophistication (Andara et al., 2022; Mardiansyah, 2025).

The utilization of social media, such as WhatsApp and YouTube, requires users to be able to produce the best quality videos and images if they want to attract the attention of other users. Therefore, in addition to preparing material in the form of videos that students will learn, educators can optimize their use by preparing structured tasks that students must complete as a medium to show their talents and skills (Purwaningsih et al., 2022). Through social media, students can share knowledge, discuss subject matter, and access many educational resources, which can improve their self-learning ability and broaden their horizons (Azzahra et al., 2024). Students who are social media users directly give and receive a variety of information. They share tips and tricks, DIY (Do It Yourself) projects, and useful information for study materials. Their ability to access, analyze, retain, and share information has increased over time, sometimes without realizing that they have developed these skills (Handayani, 2023).

By utilizing the WhatsApp application, social media, and student learning activities when outside of school hours can be controlled directly by educators (teachers). The active teacher can see it in reminding students to study or just conveying information to students. The utilization of the WhatsApp application has a positive impact on the value of student learning outcomes at school, namely an increase in student grades, student activeness in class, and many students who utilize the WhatsApp group to conduct learning discussions during out-of-school hours. This can be seen from the active use of the platform (Muttaqin & Kurniawan, 2021).

By utilizing social media, students become more active in exploring and innovating so that they can hone their creativity. The ease of accessing information digitally makes them more independent because they do not have to wait for the teacher to explain in class. Social media can be used as an effective learning medium, considering the characteristics of today's students who are very familiar with digital platforms. With social media, students are helped to increase their knowledge and academic achievement. Students who still do not understand the material when learning formally at school can improve their understanding with the help of the internet (Kamaruddin, 2022).

The use of digital learning platforms significantly increases the interactivity between teachers and students in the learning process, creating a learning environment that is more dynamic, stimulative, and responsive to students' individual needs. The use of live worksheets also invites students to participate in the changes and developments of the times actively. These results make it clear that the use of digital-based platforms in the form of live worksheets can improve students' ability to solve problems effectively.

Digital puzzle-based teaching materials can benefit both teachers and students. The benefit that the teacher can feel is that it provides convenience for student involvement in the learning process. In addition, it also reduces the teacher's ability to check the answers to student work

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because of the provision of direct feedback. At the same time, the benefits felt by students are improving information technology and communication skills, fostering independent attitudes, curiosity, and training students to solve problems they face, and increasing student interest in learning.

YouTube and Learning Videos are widely used in learning. The utilization of the YouTube application media in increasing the motivation of literate students needs to have parties who participate in guiding and directing them to be motivated to learn. Through the educational films provided, students are able to take moral messages and knowledge in the film so that it can not only increase motivation but can also change students' attitudes and mindsets after watching the educational film (Farhatunnisya, 2020).

YouTube contains videos about fairy tales that are lifted from the thematic book itself, which has several benefits. Learning videos through YouTube show examples of attitudes and actions that can be learned. Thus, the use of YouTube videos can attract students' attention, rather than depending on whether the teacher is reading the story or whether students are reading the story themselves (Suradika et al., 2020). The use of YouTube media can also attract students' interest, clarify the material, and motivate students to learn and improve learning outcomes, making the distance learning process more effective (Tamara & Anas Thohir, 2022).

The YouTube platform has provided flexibility, access to diverse new knowledge, and facilitated innovative digital learning methods for village citizens, especially rural youth. This study also found that the YouTube platform was very effective in being used as a channel of information and new knowledge for the citizens of Sukoharjo Village, Sleman Regency, during the COVID-19 pandemic (Arianto & Handayani, 2022). Based on the results and discussion of the research, it can be concluded that learning using animated videos through YouTube can effectively increase the interest in learning the Indonesian language of grade II students of Barunawati II Elementary School. This is evident from the higher questionnaire scores of experimental class students (those who received treatment using animated videos through YouTube) compared to control class students (those who did not). Furthermore, students also appeared more interested and enjoyed Indonesian lessons through animated videos provided by the teacher, which in turn encouraged greater independence in learning (Lestari & Apoko, 2022).

Video media plays an important role in supporting learning because learning through video is considered to reduce the obstacles that students often experience in the learning process and to increase their understanding. Video learning media is also chosen as an alternative that teachers can use to deliver content and support the implementation of learning activities (Kurnia et al., 2024). The use of learning videos uploaded on the YouTube platform makes access easier for anyone who needs them. The presence and use of varied learning media are expected to provide solutions for successful learning in elementary schools, such as the use of science-integrated environmental education videos uploaded to YouTube, which help teachers and students find relevant materials more easily (Wulandari et al., 2021).

YouTube utilization is effectively useful in assisting the learning process, and it is proven that PAI teachers can manage it to facilitate students' learning. By using YouTube in PAI learning, students gain experiences that increase motivation, independence, discipline, and active participation (Permatasari et al., 2021). Similarly, Google Classroom provides features such as reusing posts, creating questions, creating assignments, and making announcements. These features allow students to re-upload files, participate in discussions, access announcements, receive and submit assignments, while teachers can monitor submissions effectively (Salamah, 2020).

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During blended learning, Google Classroom was primarily used for collecting assignments, while material delivery was carried out in face-to-face meetings with a shift system (Misesani, 2021). The implementation of the Google Classroom application also had a positive impact on Wonoayu Elementary School teachers, particularly helping PAI and PJOK teachers manage online learning activities such as uploading material, giving assignments, assessing, and recapitulating results (Lutfianda & Ulum, 2021). Furthermore, Google Classroom provides several advantages: it is flexible to use anytime and anywhere, easy for students to operate due to practical features, supports the timely completion of tasks, enhances motivation, and enables teachers to respond to student questions and monitor task completion effectively (Nugroho et al., 2021).

During online learning using Google Classroom, students became more enthusiastic and happier because assignments and materials could be completed digitally without paper (Kurniasari et al., 2021). The platform also fostered a more active classroom environment, enhanced students' digital literacy, and improved both students' and teachers' mastery of technology. However, some obstacles were experienced during the initial implementation (Setyaningsih & Hidayat, 2021).

In the pandemic transition period, characterized by hybrid learning, Google Classroom was considered the most effective medium compared to other platforms, as it was helpful for the learning process and attractive to students. It effectively supported blended learning by enabling teachers to assign individual or group tasks that could later be discussed in face-to-face meetings (Syaiful et al., 2021). Furthermore, Google Classroom allowed students to access assignments or exercises at any time and receive learning materials in diverse formats such as videos, photos, animations, and texts (Rizki et al., 2022).

Quizizz is also widely used in learning, as students prefer it because it is more engaging and provides a sense of challenge through score-based competition among peers (Nastiti & Kaltsum, 2022). The platform offers interactive question sets in the form of games, making the learning process more effective and enjoyable (Rosyada Mahmud et al., 2023). In mathematics, which often involves large amounts of numerical data, formulas, tables, and visual representations, limitations of memory and time can hinder the sharing and accessibility of content. Quizizz is therefore considered highly suitable for hybrid learning evaluations, allowing teachers to monitor students' quiz or exam results easily (Octarina et al., 2022).

Thematic learning becomes more engaging when using the Quizizz application, as its interactive features motivate students and make the learning process more enjoyable (Yulistiarawati et al., 2021). The integration of the picture-and-picture learning model with Quizizz has also been found effective, as students appear more active and enthusiastic, avoiding boredom during lessons. When quizzes include concrete images—such as material on the animal life cycle—students pay greater attention and demonstrate better understanding, since the visual media provides clear and realistic representations (Ramadhani & Rukmana, 2022).

The main advantage of Quizizz lies in its ability to provide instant feedback to students, which can increase motivation and engagement in the learning process. Quiz results are stored by the platform, making it easier for teachers to track individual student progress and identify areas requiring further attention. In addition, the diversity of question types and the possibility of inserting images or videos make Quizizz a more dynamic evaluation tool (Zaeni, 2022). The use of Quizizz Paper Mode has also been shown to benefit both teachers and students, as it increases students' learning motivation and transforms difficult questions into easier and more enjoyable tasks through gamified learning (Yulistiarawati et al., 2021). Furthermore, Quizizz is

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recognized as a fun, interactive learning medium that can be played either live in class or assigned as homework. Its scoring system—based on both speed and accuracy—encourages healthy competition and motivates students to perform better (Ramadhani & Rukmana, 2022). In addition to Quizizz, some students also reported using other platforms such as Google Classroom, Kahoot, and Edmodo. In contrast, others mentioned they had never engaged with flipped classroom media in any form.

Web-based learning media, such as Google Sites for fraction calculation operations, can support the improvement of critical thinking skills because they provide examples of problems, solution steps, as well as various exercises and games designed to train students' reasoning abilities (Setianingsih et al., 2024). During the implementation of learning using Google Meet in online learning, students' understanding of science has been shown to increase. At the same time, their motivation to learn more optimally has improved, leading to better comprehension of subject matter (Marlina, 2022). Similarly, the use of Google Site learning media has been found to increase students' learning outcomes across successive cycles, as evidenced by improved understanding of material, enhanced critical thinking, and stronger evaluation results. This indicates that the application of appropriate learning media can positively impact both the learning process and the achievement of learning objectives (Syalsabillah, 2024).

The use of the guided inquiry learning model assisted by Google Workspace for Education significantly affects students' cognitive learning outcomes in science, as it creates a student-centered process supported by easy-to-use technological tools. This model encourages active and innovative participation while fostering critical, communicative, collaborative, and creative thinking skills aligned with teaching and learning objectives (Ekayogi, 2022). Similarly, learning based on the Google Sites platform runs effectively and smoothly, enabling students to better understand the material presented through the support of engaging images and informative learning videos (Saputra et al., 2023).

Kahoot learning media can be applied to mathematics learning in elementary schools. By using Kahoot, both students and teachers gain new experiences in learning activities. Moreover, Kahoot can increase students' learning motivation, which in turn positively affects their learning outcomes (Sinaga et al., 2022). When the Kahoot game starts, students eagerly answer the questions displayed on the screen in a race against time; the fastest and most accurate answers receive higher scores. This creates enthusiasm and eagerness among students to complete the game and achieve the highest score, while also fostering more active interactions between teachers and students during lessons (Indriani & Desyandri, 2022). In addition, Kahoot offers neatly arranged and well-structured features, including an assessment component that supports a more active classroom atmosphere, as well as background music that creates a competitive and engaging learning environment (Fadly & Sari, 2022).

Kahoot learning media on diversity material at SDN Lojikobong II represents an innovative renewal in teaching and learning styles, as information and communication technology increasingly penetrates the world of education. Teacher and student assessments of the use of Kahoot in learning show very positive results, indicating that it can be developed as an effective medium to help teachers teach and to encourage students to become more active learners (Sulistiawati et al., 2023). The interactive quiz feature of Kahoot has also proven effective and has received highly favorable responses from students in the context of science learning (Mohammad & Sari, 2021). Furthermore, learning activities supported by Kahoot online educational games play an important role in improving student outcomes, as the use of Kahoot as a practice tool for daily exercises has been evaluated as excellent (Wardana, 2023).

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Another advantage of Kahoot is its features that allow teachers to analyze learning outcomes for each student and each question, making it easier to evaluate and provide targeted feedback. Moreover, the increasing availability of free quiz game content enhances its role as both an educational and entertaining tool in the learning and training process (Bunyamin et al., 2020). Overall, Kahoot has proven effective in improving elementary school students' mastery of English vocabulary, while simultaneously increasing their motivation and engagement in interactive and enjoyable learning activities (Pratiwi et al., 2025).

Similarly, the role of Edmodo as an online learning medium is evident in its features—such as notes, assignments, polls, quizzes, and libraries—that support flexible and accessible learning without spatial or temporal constraints (Prisuna, 2022). The utilization of Edmodo in PBM at Wonosari 01 Semarang Elementary School has facilitated teachers in delivering materials, assigning tasks, providing learning videos, conducting assessments, and recapping student attendance efficiently (Pungkasanti et al., 2022).

The activities of fifth-grade students at SD Negeri Sriwedari No. 197 Surakarta showed positive changes after the implementation of learning activities using Edmodo-based mobile learning. Students became more active in the learning process, paid closer attention to teachers' explanations, created a more conducive classroom atmosphere, demonstrated greater confidence in expressing opinions, and collaborated more effectively in discussions (Budi Santoso & Beny Asfuri, 2021). Students also expressed positive attitudes toward Edmodo-based e-learning teaching materials, noting that such resources made them feel happier and more enthusiastic about learning (Suryandari et al., 2021).

Edmodo's effectiveness is further supported by its diverse features, including video conferencing, integrated question banks with automated grading, and the ability to incorporate multimedia resources such as videos to support lessons (Rezfajri et al., 2021). Additional advantages include its user-friendly interface that resembles social media, the provision of real-time assessments, and support for a wide variety of file formats such as text, images, videos, and quizzes. This flexibility enables teachers to design creative and engaging lessons, which is a key factor in fostering active and innovative learning. Moreover, Edmodo includes a unique feature allowing parents to monitor the learning process, providing oversight in addition to the teacher's guidance and ensuring students remain engaged and compliant with learning rules while also showcasing their creativity (Nur, 2021).

In the Edmodo application, not only teachers and students but also parents can monitor children's learning activities. Although its features are very useful, some teachers and students find Edmodo less accessible because its interface is primarily in English (Kusmeida et al., 2021). Nonetheless, Edmodo offers several advantages: it has a more straightforward interface that is easy to navigate, allows the creation of online classrooms to monitor teacher–student interactions, and requires relatively little data, making it accessible through laptops and smartphones without burdening students (Rezfajri et al., 2021). Furthermore, the integration of the Project-Based Learning (PjBL) model with Edmodo has been shown to enhance students' creative thinking skills, particularly when applied to materials related to cultural diversity and national identity (Ika et al., 2024).

Previous studies on the role of social media in learning also highlight how easily accessible features influence children's self-concept, as they are often stimulated by the content they consume. This can unconsciously alter their developmental perspectives and, in some cases, encourage behaviors inconsistent with their age, contributing to challenges in character education (Febriyanto et al., 2022). On the other hand, when used appropriately, social media facilitates more effective information exchange, improves the quality of teaching and learning,

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and aligns well with the learning habits of Generation Z, who are highly active in digital environments (Situmorang, 2023). As a communication tool, social media plays an important role as a complement to face-to-face learning, enhancing the effectiveness of the learning process, improving student outcomes, and fostering the appropriate and meaningful use of technology (Indriyati, 2023).

4. Conclusion

This study aims to examine the utilization of social media in a flipped classroom to develop blended learning in primary schools in rural areas. Social media use is very effective because repetition can be done at any time, depending on the wishes of the social media user. Redundancy in learning is one of the keys to understanding if there are mistakes or difficulties in capturing the hidden meaning.

The utilization of social media for learning media makes it easier for someone to understand certain learning materials because wherever and whenever we can access the learning media, it can be repeated. In addition, through social media, students and teachers can also share learning information easily. The utilization of social media for learning is essential even in the post-pandemic era because science and technology will continue to develop hand in hand. The utilization of social media is the right step in achieving an interactive and quality learning process. The existence of social media platforms makes it easier for students to explore information and knowledge, as well as play an active role, such as asking questions and digging deeper into what they don't know.

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The authors have declared no potential conflicts of interest regarding this article's research, authorship, and/or publication.

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