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IMPLEMENTATION OF OPEN CLASS AT FLIPPED CLASSROOM BASED ON INFORMATION TECHNOLOGY IN ISLAMIC STUDIES SUBJECT AT PHARMACY DEPARTMENT UII

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Abstract

Islamic Studies is a main university subject which is also taught at Pharmacy Department. The teaching problem so far is that students when taking lectures are considered not so ready to receive material. They go into class as if they are just carrying out a formality. The worst thing is just being present so that attendance calculations can qualify for the Final Semester Examination. This condition must be changed immediately. The implementation of the Flipped Classroom method aims to make students already have the material to be delivered in class before the lecture begins. Students are expected to be better prepared to follow the learning process. Flipped Classroom innovation is used by optimize the Information Technology (IT). Some applications like social media Youtube and Google Classroom are maximized. The rise of social media among students must be bridged not banned. Youtube is one of the social media favored by students. This learning program also emphasizes student activity. The main purpose of the implementation of this learning is to analyze the most appropriate teaching methods by

promoting Student Centered Learning (SCL). Open Class is one of the methodologies that are adopted in this learning. The findings obtained from this model of learning are that students are far more ready to receive lecture material. Because it has been studied before. One way to measure program achievement is to look at student reflective videos related to the themes discussed in class. The researcher can conclude that the application of Open Class can help improve the quality of learning.

Keywords

Flipped Classroom, Information Technology, Islamic Studies, Open Class

1. Introduction

It is necessary to improve the learning quality of Islamic Studies because the currently implemented SCL learning method is deemed lack of innovation. This course was selected for improvement because the students of UII Pharmacy Study Program for the year of 2018 tend to have better religious provisions than the previous class. Thus, the Islamic Studies teaching shall no longer focus on content, but shall be more concerned on learning methods and strategies instead.

Islamic Studies is a compulsory university course including for all students of the UII Pharmacy Study Program. A notable learning problem in Islamic Studies is students' unpreparedness in receiving materials. Most students come to class merely for formal obligation. Even worse, some students keep attending class only to meet the requirement for the Final Semester Examination (UAS). Therefore, it is vital to change the disconcerting condition immediately. On this account, this study proposes the Flipped Classroom method to enable students to deliver material provisions in class before the lecture begins. In this way, students are expected to be better prepared for the learning process. Flipped Classroom Innovations are applied by utilizing Information Technology (IT) through the use of YouTube and Google Classroom social media. This learning method bridges the rise of social media popularity among students for learning purposes instead of completely avoiding them. YouTube was selected because it is one of the most favorite social media among students. This learning program also emphasizes student activity.

This learning method is proposed for analyzing the most appropriate teaching methods by promoting Student Centered Learning (SCL). One way to measure program achievement is to look at student reflective videos related to the themes discussed in class.

It is notable that the previous learning process has actually implemented SCL method by dividing students into 6 groups in the first meeting when lecturers introduced the class objectives. For each subsequent meeting, the student group was required to present their paper through Power Point slides.

However, it is noteworthy that such method is not free from several weaknesses. First, instead of having their own analysis, students tend to completely copy the materials from the Internet for the paper discussion. Another problem is students' inability to select the important points to display in the Power Point slides. Most student groups display the whole paper in a very long Power Point slides instead of selecting some important points as its name suggest. The third problem is lack of attention paid by students who are not on duty even though respecting others has been included in the learning objectives of Islamic Studies which concerns not only on the cognitive domain. Some of the students were uneager to follow the class discussion and they even passed their time by accessing social media during lectures. The fourth problem is students' unpreparedness for going to college as proven from their lack of understanding and response because they had no prepared provisions for attending the lectures on that day.

The current modern demand of the rapid development requires lecturers to provide their students with more innovative teaching method. Constantly relying on PPT slides today is considered as too obsolete. Therefore, lecturers must be adaptive to the era of the Industrial Revolution 4.0. On this basis, we decided to use social media, especially YouTube in Islamic Studies lecturers for several reasons. This Industrial Revolution 4.0 influences the technology and life style (Nugrahani, Triyanto, & Wibawanto, 2019).

Firstly, this learning method is proposed to mediate the current trend of students' preference on accessing the internet, especially social media. The learning characteristics of students today are much different from those of 10 years ago. In a decade ago students were happier to learn through colored television, which is no longer valid now. Nowadays, students prefer relying on Internet or wireless network data packages to television. YouTube videos providing students with wider array of options are more preferable rather than television shows which sometimes do not match their passion. Secondly, a lecturer shall act as a patron for his students by not letting them be influenced by a show not in line with the value of moderate Islam or may even lead to extreme understanding of Islam. In the past 20 years, student and lecturer relationship was like a relationship between idols and fans, but now everyone including lecturer

and students wants to be an idol. Therefore, due to the advancement of technological sophistication, the opportunities for lecturers to become idols are wide open.

The use of YouTube for the sake of education is based on the implementation of Article 31 of the 1945 Constitution of the Republic of Indonesia, which stipulates that each citizen has the right and obligation to receive teaching and education. By utilizing YouTube as a social media, lecturers are said to provide all citizens with the rights of education. In fact, since not all citizens in Indonesia have the opportunity to study in college, YouTube as a social media is the right platform to access lecture materials for anyone and at any time free of charge. Thus, it is undeniably true that social media has turned its functions as new 'lecturers' or 'new tutors' for some students (Muttaqin, 2017).

Fourth, this newly proposed learning method is an effort to face the era of disruption. Disruption here refers to a new system with unpredictable occurrence and can damage an established order. The religious world is not exempt from a disruption. A notable example is when the role of conventional da'wah indicated by a presence of an excellent preacher who can provide us with tausiyah in remote areas has begun to decrease because Jemaah has switched to virtual services provided in YouTube. It is undeniable that the role of a preacher can also be reduced by the progress of social media.

Some lecturers who have just encountered the problems with Islamic Studies Learning decided to face the problems on their own. In fact, the second opinion from both colleagues and senior lecturers with expertise in learning technology is required to improve the quality of teaching. It is suggested that these inputs are delivered not only for once, but it shall be presented several times by applying one method in three different classes. The simplification of this research is about make the students active in the class.

1.1 Problem Formulation

- Can the implementation of Open Class help improve the quality of Islamic Studies learning?
- Can the implementation of Information Technology (IT)-based Flipped Classrooms fulfill the Learning Objectives 1 of Islamic Studies?

1.2 Research Purposes

- Analyzing the application of Open Class to help improve the quality of Islamic Studies learning.

- Analyzing the implementation of IT-based Flipped Classroom to meet Learning Objectives 1 Islamic Studies.

2. Learning Model

This study applied both online and offline learning strategies and methods that highlights the SCL. Students were provided with video materials from Youtube uploaded to the Google Classroom a week before class schedule. The video was attached with an assignment sheet mentioning the steps for the assignment, description of output, assessment, and list of questions for each group. Thus, prior to attending class students were required to watch the video which would be the lecture subject to resolve the provided problems by the lecturer. During the class schedule, students were more prepared to be seated in their group and discuss the problem to exchange their ideas for about 5 minutes at the most while writing the results of their discussion on a sheet of flipchart to be photographed and uploaded on the Google Classroom. After the group discussion, each group would have to present the discussion results for 10 minutes including a question and answer session. The flipchart photo that had been uploaded was displayed to enable all students to see the result.

The learning process of the proposed learning method was evaluated in several ways. First, the evaluation was based on observations from observers. Second, the evaluation was based on friends. Third, the learning method was assessed by lecturers through reflection sheets. Fourth, the assessment was conducted through a reflective video. The last assessment was technically carried out through a video made by students to reflect them in everyday life with a selected theme based on the problems revealed in group discussions. Afterwards, students were required to upload the video on YouTube and were only allowed to send the video to the Google Classroom for lecturers' assessment after the video was watched by at least 40 people. Evaluation is an essential thing to measure the program and the development suggestion for the future (Setyowati & Ma'ruf, 2018). This measurement better evaluate after finishing the semester than entering each lectures (Okuni & Widyanti, 2019).

This learning method also emphasizes on the aspects of behavior since it also assess students' attitude such as being punctual for class. Because Islamic Studies also teach about moral education and moral guidance (Sista, Baqi, & Budiman, 2019). If, for instance, a student cannot come on time, he or she will have to take into account the ethics of meeting a lecturer.

The aspect of behavior also covers the discussion ethics during group discussion, whether the students can respect the opinions of others or vice versa, including procedures for expressing opinions and answering questions. In case, the lecture also act as trainer or facilitator of Andragogy teaching (Suprijandoko, 2018).

3. Literature Review

Ginawati (2014) states that Open Class is an open learning activity that can be observed by individuals and groups. This learning model is recommended for senior lecturers that are more competent in observing. Such activities can actually open the horizons of lecturers to improve the quality of classroom learning because they will receive a lot of input.

The introduction of new technology will be subsequently followed by educational innovations which certainly will affect the traditional learning instruction. The Unal brothers (2017) offer a Flipped Classroom model as a popularly adopted teaching method by combining learning strategy with technology. This new concept of learning is carried out by students at home and is to be practiced in the classroom by requiring the lecturers to prepare the materials in advance.

The use of YouTube as a social media in the proposed learning method was inspired by Iwantara, Sadia, & Suma (2014), who stated that the most common problem in Indonesian learning process was the low level of students' interest, motivation, and understanding. Therefore, innovation in teaching and learning activities are badly needed. YouTube was selected as the learning media since it provided the students with stronger understanding than that of the conventional real media. In addition, software applications that are integrated with Google also play a major role in instilling learner motivation.

4. Research Method

This study used field research method because it involved field observation by applying Lesson Study for Learning Community (LSLC) to maximize student-centered learning. LSLC is a learning activity developed by professional educators along with learning communities that prioritize collegial, sustainable, and collaborative learning method to develop SCL. The most advanced country in LSLC implementation is Japan (Kihara & Chichibu, 2013). LSLC has three philosophical values. The first value is fairness which means that all people have the right to

become observers. The second value is democracy which highlights mutual respect, mutual appreciation, and mutual understanding. The fourth value is Excellency which prevents an intention to compare this learning method with other learning models or other lecturers, but puts more concern on maximizing the existing potentials.

5. Results and Discussion

The research was applied to A, B, and C classes in the Islamic Studies course of Pharmacy Department UII. Each class was observed once with three same observers. The use of three non-different observers aims to capture the development of learning process using the same method in different classes. This observation is expected to come up with recommendation and suggestions to help improve the quality of Islamic Studies learning in Pharmacy Department.

Open Class was held at the second meeting for class A, the third meeting for class B, and the fourth meeting for class C. Each class was held at different times. Class A was held at 03.35 – 05.15 PM, class B was at 07.00 – 08.40 AM, and class C was at 10.30 – 12.10 AM. Different lecture times also have an impact on the smooth process of Open Class.

The assignment sheet sent to students through the Google Classroom application five days before the lecture is as follows:

Table 1: Assignment Paper

1st ASSIGNMENT	
Assignment Schedule	Assignment was assigned at the first meeting, and it was collected at the fourth meeting.
Learning Outcome	Students are able to explain the basic values of Islam in-depth, especially in the aspects of aqeedah (Allah and mankind, faith, monotheism, pillars of faith)
Indicators	Student are able to explain the basic values of Islam in depth, especially in the aspects of aqeedah (Allah and man, faith, monotheism, pillars of faith) in details.
Main /Sub-Discussion	Understanding Aqeedah / Meaning of Tawhid
Objective of Assignment	<ul style="list-style-type: none"> • Summative : provide an assessment / measure of achievement of Learning Objectives / Sub-Learning Objectives •
Type of Assignment •	<ul style="list-style-type: none"> • Authentic / Performance Based Assessment is in the form of discussion tasks in flipped classroom.
Nature of Group	Group

1 st ASSIGNMENT	
Assignments	
Assignment Steps	<p>Students are to watch a Youtube video of episode 16 to comprehend the Aqeedah values in it. Afterwards, they will have to discuss it in class in the third meeting when it is time for group presentation. The students presented the group discussion in front of the class and continued the discussion with the help of peer tutors in each group.</p> <p>After accessing Youtube video of episode 16, students were required to answer several of the following questions in their groups:</p> <ol style="list-style-type: none"> 1. Which aspects of the Oneness of Allah SWT to capture from the video? 2. Which nature of man is implied in the video? 3. How do you understand the divinity of Allah SWT after watching the video? 4. Explain the pillars of faith that you can capture from the video! 5. What do you understand about Aqidah after watching the video? 6. What are the things from the video to strengthen faith? <p>At the fourth meeting, each student group will have to upload reflective videos about one or several answers to assignment questions on Youtube and the video will have to be watched by at least 40 people. Before the fourth meeting, the video link must be sent via <i>Google Classroom</i>.</p>
Description of Task Output	Minutes of discussion include answers to assignment questions and flow of group discussions and video class activities.
Assessment	<ul style="list-style-type: none"> • Assessment by friends • Assessment by lecturers and observers
Assessment Criteria/Components	Materials, method of delivery, presentation, and performance.
Assessment Percentage	Materials (40%), delivery method (30%), presentation (20%), and performance (10%).
Evaluation	<ul style="list-style-type: none"> • Each student must achieve a minimum score of 75 in each component of the assignment. If the student fails to fulfill it, he/she is obliged to have remedy by reworking the assignment component
Reference	<ul style="list-style-type: none"> • Ahmad, K. dkk. (1989). Prinsip-prinsip Pokok Islam. Jakarta: Rajawali.

The first observation was conducted in class A which was held on every Thursday at 03.35 PM. Observer 1 noted that the active participation of male students in the learning activity was still far below that of female students. Class participation was still dominated by women in

terms of both quality and quantity. Peer tutors could not significantly contribute to the discussion since those who actively took part in the discussion were general students. Most students did not listen to class discussion attentively, but instead many of them looked sleepy or daydreaming. Students were attracted to listen to class discussion only when there was something to laugh at the presentation of either a friend or a lecturer. To enliven the class discussion, it is suggested that each group focus on different topic reflecting the condition of the students. In addition, time constraint did not allow all groups to present their finding during the lecture. As a result, the learning outcomes failed to capture the student reflection process. Another suggestion deals with the need to vary the display content of the flipchart instead of merely having a plain text. In general, many students were actually involved in class discussions, except that they were not evenly distributed as previously explained. It is also recommended to take more time into account. Besides, it is advised that class B and C differentiate its topic for each group.

Observer 2 who kept a record of student learning activities denoted that group discussions were still dominated by students who had previously made a careful examination on YouTube video. In contrast, those who did not have any notes tend to be relatively passive. The passive students who had no notes on the video might not watch the uploaded video. Thus, it is expected that the lecturers recommend all students to watch the video. Another note deals with the fact that there were some groups who had not ended the discussion even though the time was over and other groups had started the presentation. Thus, Plano paper shall be withdrawn when the presentation began. In general, student discussions and presentations went pretty well since students were actively involved and contribute to the group.

Important notes from observer 3 highlighted that in general each group could answer the discussion problem really well. However, the condition of classrooms was seen as not supportive for group discussions. Even though the discussion went well, there were some students who were less active in doing the assignments. In addition, although students of other groups actively asked questions, the question answer delivery was mainly monopolized by only one student in each group despite the fact that all students should have been provided with equal opportunities to speak in front of the public. The lecturer had provided good reflection and additions of some points not addressed by the discussion since he recorded the minutes of the discussion and provided the students with a prepared video of lecture activities. The discussion was well marked with students who actively raised questions, but the opportunities to answer the question were

not fairly distributed to all students. In general, it was conclusive that students had a good understanding on the materials although class facilities were considered inadequate for the discussion system. Students were able to discuss well and produced minutes to present according to the agreed schedule set by the lecturer. When some points were poorly addressed in the discussion, the lecturer commonly provided the students with a thorough reflection, justification, and explanation. The discussion went well but did not give the students with equal chance to take part in the discussion because of the large number of students and time constraints. On the whole, students were able to understand the learning context, especially the meaning of Isra' Mi'raj (Night Journey of the Prophet).

As a reflection on the learning process and outcome, it is conclusive that the learning activities have supported the learning objectives, as shown by the fact that students were able to explain the basic values of Islam in depth, especially in the aspects of faith (Allah and mankind, faith, monotheism, pillars of faith). In other words, the learning activities were in line with the learning objectives or Learning Objectives because students could explain the basic values of Islam by means of SCL. Learning activities had also been authentic because it presented real situations that were characterized by students' understanding in accordance with their experiences in daily religious practices. The learning process had encouraged students to be cooperative as evidenced by the existence of Learning by doing which marked the role of peer tutors. The activity also enabled students to address the thinking aspect, in that students were able to solve a number of problems given. Reflecting process was also planned to take place, but it was only implemented in the fourth meeting.

Broadly speaking, the observer assessed that class A still had unequal opportunities in the flow of class discussion. The class was still monopolized by some certain students, especially female students, even though in this class most students had reached level 4 or the final level for Quran Self Development or mentoring activities. This activity had 20 Credit Units (SKP) which contains in-depth practices of reading the Koran, Arabic language, memorizing the thirtieth Chapter (Juz Amma), and Arabic writing skills. It was held for 4 semesters and was compulsory for all students as a prerequisite for joining the Community Service (KKN) and thesis examinations. By looking at these facts, we could say that students who were occupied with good cognitive knowledge might not have good discussion skills. However, the noteworthy development for class A is their problem solving ability in that they could solve all discussion

problems in class as shown by the reflective video of SCL activities uploaded on YouTube which marked students' religious experiences in everyday life. By having a combined assessment from lecturers, observers, and fellow students, it can be said that the average score of class "A" students has reached the target of 75 points. This score covers the material, method of delivery, presentation, performance, and reflective videos.

The second observation was held in class B on the following Thursday at 07.00 AM in the same room as class A. Observer 1 took note 1 that the lecture was began by reading the Koran led by an assistant at 07.15 AM. Almost all students used the Al-Quran software application installed in their device. Unlike the observer of class "A" who came to class after 15 minutes of lecture, in class B the observer had already sat in the room before the meeting was opened by the lecturer. At 7:23 AM, the lecturer started to explain the classroom activity steps. Each group had peer tutors dressing in alma mater suits and each group received a different question. The lecturer allowed the group to discuss for 5 minutes. At 7:27 a.m. the group discussion began. Some groups were known to apply the discussion method really well, while some other groups did not. Thus, it is recommended that there be instructions for the discussion method. Some group members were very reluctant to take part in the discussion and even played with their gadget in class since they were not provided with intense framework of mind. During the discussion, it was apparent that students had not seen the significant role of the lecturer as a facilitator who should have provided them with feedback on the discussion that took place. However, the presentation schedule of the Open Class was much better than that of Class A. This was because each group was scheduled to have a 5 minute presentation during which group1 peer tutor could play his role. Presentations were carried out alternately by allowing each group member to get a chance to speak. However, the flipchart writing of group 1 was not very clearly visible from the last row. In addition, some other group members did not seem to pay attention to the presenting group since the discussion did not address the contemporary topics. For example, the Open Class which was coincided with the beginning of the Hijri year shall have addressed the topics related to Hijri Year. However, in terms of response, the lecturer had been able to direct the discussion by responding a critical question from one of the discussion participants. Some counterproductive points was the fact that there was only 1 female peer tutor our of 6 peer tutors for the major number of female students. Another suggestion deals with the way to display the discussion results, which shall be more various. For example, it is a good idea to present the

discussion result in a mind map or graph organizer. As for group 2, it was apparent that the peer tutor monopolized the presentation session. Meanwhile, when group 3 had their presentation, other discussion participants began to chatter and make some noises. The presentation of group 3 was too long. When the clock stroke 08.19 AM, group 3 still had their presentation even though there were only 21 minutes left and there were three groups who had not presented their result. The presenter's intonation of group 4 (peer tutor) was pretty attention grabbing.

Observer 2 assessed that 2 peer tutors out of 4 of did not significantly contribute to the discussion since their voices were dominated by other members, so they only had the insignificant contribution like other general discussion participant. Some groups had not finished compiling the presentation at the set time because the assignments notes were in the form of narratives, instead of being jotted down in important points as requested by the lecturer. The use of flipchart paper as the learning media needs to be evaluated because the space was too narrow making the writing too small to read. Hence, it is recommended to use the *Padlet* application for better and illegible note making. In addition, it is necessary that the lecturer deliver the rule of thumb and designated scenario for the discussion and make sure that all students understand them perfectly. Another point is the fact that student presentations were not based on certain related references since most of them merely rely on Google Search. Thus, it is recommended that the lecturer provide the students with reference books or other teaching materials related to the presented topics, which has been mentioned in the Semester Learning Plan (RPS).

Observer 3 made some important notes covering every detail of the learning activities from the beginning to the end of the lecture. He recommended that classroom condition needs to be optimized by mapping class scenarios based on the learning objectives. He wrote that the class shall begin with the recitation of Surah al-Baqarah verse 6, which is monitored by the lecturers or students. Actually, this is a good suggestion, but it is not applicable because of time constraints. The class was started at 07.22 AM, but according to observer 2, the lecture began at 07.15 AM. When the class was begun, there were 11 students who had not arrived until 07.26 WIB. There was no strict reprimand against students' lateness since it was only implied through lecture's gesture who felt uneasy when allowing late students to attend class when the lecture was already underway. This is a little understandable because the lecture contract still tolerates lateness of up to 30 minutes. Actually the practice of lateness tolerance cannot be fully justified because Islamic Studies not only deals with cognitive but also moral aspect, especially when the

class was observed by 3 non-teaching lecturers. At the beginning of the discussion, the lecturer informed the observers that there were peer tutors in the alma mater suit uniform and nametag. The students were then divided into different groups each with different problems to discuss. Observer 2 considers that ideally students should have read all problems or written cases provided in the Assignment Sheet uploaded in the Google Classroom carefully before the class. It is also suggested that the feedback for presenting group use collaborative learning innovations such as attaching the feedback on the wall. The lecturer had responded the topic of Isra' Mi'raj of group 1 in a logical way. This is different from the topic of Mi'raj which is not explicitly explained in al-Isra' verse 1 and is included in the metaphysical category. The lecturer always responded each group presentation. The group presentation material covers issues of faith. It is recommended that the class scenario as well as the concept map be better delivered at the beginning of the class opening. The division of presentation groups is better divided by their respective roles. For example, 2 groups of presentations, 2 groups were involved as observers, and the rest were commentators or discussants.

Reflections on class B learning by lecturers is as follows. There was an interaction between students and lecturer as proven by the fact that after the presentation, the lecturer always reviewed the discussed issue. The learning process had developed high-level thinking skills since the issues discussed were actually intended for 5th semester students. However, students had not reached the expected learning outcomes because most of them rely on information derived from Internet surfing to solve the provided problem. Therefore, it is necessary to remind the students to always rely on the reference list of the RPS as material references for lectures.

All observers made similar note on the use of the flipchart paper since the writings posted on the flipchart was not visible to all students. However, the lecturer had anticipated this drawback by asking the group representatives to take pictures of the flipchart to be uploaded on Google Classroom. Each group is required to upload the flipchart note before presentation. This is because photos uploaded in the Google Classroom will be displayed with certain magnifications to enable clear viewing of all students and observers in the class. At a glance, there had been a better learning process in class B than that in class A because the group presentation time was limited according to schedule. All inputs from observers of class A were applied in class B, which resulted in better result.

For Class C, the WOW learning moment took place when the discussion went out of the designated topics and needed to be directed at the subject. Therefore, it is necessary to directly discuss the targeted issue rather than having the general themes and lecture material. What needs to maintain from class C is the large size of the classroom enabling the implementation SCL that requires large-sized classroom. The lesson learned is that when lectures are carefully prepared, the learning activities will certainly meet the Learning Objectives. The ideas that emerged during the learning process were the importance of the class plan which included student seating, the position of the observer, the location of the flipchart, and the lecturer desk to enable ease of comprehension for all students.

After the assessment, it can be stated that the overall class B assessment component is better than class A, which first applied the open class method. The average students' score of the Class B Middle Exam Semester was 70.73. This average score was still below that of class A with 83.7. Meanwhile, the average score for Class C Middle Exam was 81.1. The average level of class A for mentoring was 1.87 on a scale of 4, class B was with an average level of 2, while that of class C was 2.27. The level of mentoring was based on students' provision before being admitted to UII. SCL score was based on activity score and reflection and the final result was based on Middle Exam score. From the overall assessment, it can be said that students with the lowest level of religious provision with a minimal learning process may get the highest score. Students with a medium level of religious provision undergoing the same process will result in minimal result. Likewise, students with the high religious provision and the best religious process may result in medium result. This trend is illustrated in the following diagram.

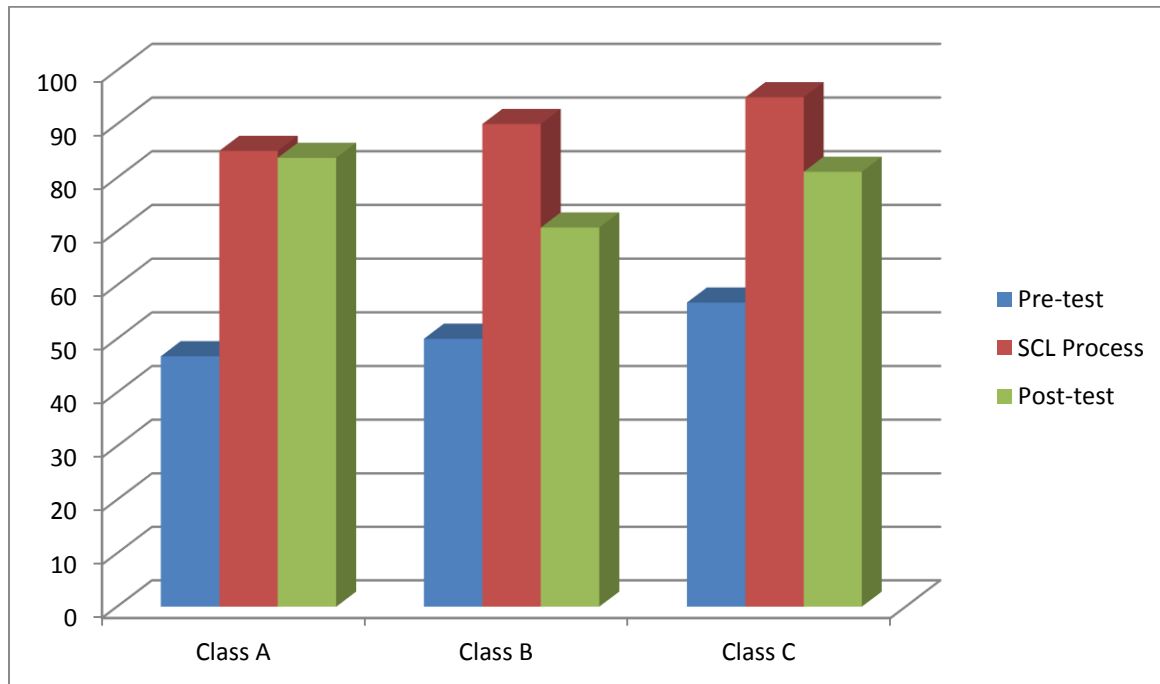


Figure 1: *The Comparison between Pre-Test, SCL Process, and Post-Test*



Figure 2: Map of Classroom C

6. Conclusion

The researcher can conclude that the application of Open Class can help improve the quality of Islamic Studies learning. This is evidenced by the SCL process showing an increasing trend of improved quality from class A, class B, and class C, because observers' inputs were applied for the next class. Implementation of IT-based Flipped Classroom can also meet Learning Objectives 1, in that students were able to explain basic Islamic values in depth, especially in the aspects of faith (Allah and mankind, faith, monotheism, and pillars of faith). This good students' comprehension is indicated by the fact that good pre-test results is in line with the good SCL process.

An important reflection to conclude is that the use of spacious rooms is highly recommended for class discussion of SCL-based open class implementation. By comparing the

open class implementation in class A and B, C, it was apparent that Class C activities went really well because it occupied the most spacious room. It is vital to consider the simple element of Open class map plans for smooth observation.

Another notable point to consider for the smooth open class is lecture hours, which is sometimes beyond the power of the lecturer because the class schedule was determined by the Faculty Academic Manager. After examining the lectures of Islamic Studies in these three classes, it can be concluded that the ideal time for an open class is at 10.30. This hour is considered ideal since it is not too early to prevent students from coming late, and it is not too late since late hour mostly will affect students' concentration for being exhausted with studying or laboratory works all day long.

The SCL process, which is the application of Flipped Classroom, will make it easier for students to focus on discussion activities if the steps in the Assignment Sheet are made as detailed as possible. This process shall cover the problem sharpening and topic differentiation provided for each group since it eases the students to solve problems to make the discussion more focused on the targeted objectives. The further study of this topic is able to applicate in the other subject, such as Islam Mercy for All.

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