



FLIPPED LEARNING IN INSHA': IMPLEMENTATION, STUDENT ENGAGEMENT, AND ITS IMPACT ON CRITICAL THINKING

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Abstract

Insha' (Arabic writing) instruction is often dominated by conventional approaches that limit opportunities for developing students' critical thinking. This study aims to examine the implementation of the flipped learning strategy, the unfolding of student activities, and its contribution to the development of critical thinking skills. The research employs a qualitative field approach involving eleventh-grade students and an Arabic teacher at State Islamic Senior High School of Magetan. Data were collected through classroom observations, in-depth interviews, and document analysis, and were analyzed through an interactive process of data reduction, display, and conclusion drawing. The findings reveal that flipped learning is systematically implemented by separating pre-class and in-class activities. Students engage with learning materials before class, allowing classroom time to be utilized for discussion, analysis, and writing development. This approach encourages active participation, collaboration, and the ability to articulate and refine ideas. Substantively, the strategy enhances critical thinking, as evidenced by students' abilities to analyze topics, construct arguments, and produce more structured writing. These findings suggest that flipped learning not only reshapes instructional practices but also strengthens higher-order thinking skills, making it a relevant approach for Arabic language instruction, particularly in Insha' learning.

Keywords: Flipped learning, Insha', Critical Thinking.

A. INTRODUCTION

The development of digital technology over the past decade, accelerated by the COVID-19 pandemic, has driven significant changes in learning practices, including in Arabic language education. Learning, previously dominated by face-to-face and lecture methods, has shifted toward more flexible models that utilize digital platforms and demand active student engagement. In this context, flipped learning has emerged as a widely adopted approach, integrating technology-based independent learning with more interactive classroom activities. This phenomenon is not limited to general education but is also beginning to penetrate Islamic education, including *Insha'* learning, which demands critical thinking skills and structured writing skills. This shift demonstrates that Arabic language learning cannot rely solely on traditional approaches and must adapt to the dynamics of technology and the needs of 21st-century learning.

Studies on the impact of flipped learning on Arabic language learning are growing, as it has the potential to transform language teaching, which has traditionally been dominated by conventional methods. This approach enables a shift from lecture-based learning to more

active, technology-based, and student-centered learning.¹ Since the early 2020s, various studies have highlighted the effectiveness of this model in increasing language engagement and proficiency, as the need for Arabic proficiency in academic, cultural, and professional contexts grows.² This evolution reflects broader educational trends emphasizing active learning and digital integration, which is particularly significant given the growing demand for Arabic language skills in academic, cultural, and professional contexts.³

Several studies have shown that flipped learning positively contributes to various Arabic language skills, such as grammar, speaking, listening, and writing.⁴ Improvements were also observed in student motivation and participation in learning.⁵ These findings reinforce flipped learning's position as a relevant, innovative approach to addressing the challenges of Arabic language learning, particularly low student proficiency and limited available learning resources.⁶

However, the effectiveness of flipped learning does not always show consistent results. Some studies report significant improvements⁷, while others show limited results or face obstacles such as low student engagement and technological barriers.⁸ Furthermore, the implementation of this model is also influenced by factors such as teacher readiness⁹,

¹ Gulnora Mutalova, "Analyzing the Effectiveness of Using Flipped Learning in Teaching Arabic," *SciSpace - Paper* 4, no. 6 (2025): 179–83, <https://doi.org/10.5281/zenodo.15515416>; Zuhair Ahmed Al-Hasanat, "The Impact of Flipped Learning Strategy on the Achievement of Tenth-Grade Students in Arabic Language Subject in Jordan," *Britain International of Humanities and Social Sciences (BloHS) Journal* 4, no. 2 (2022): 377–85, <https://doi.org/10.33258/biohs.v4i2.686>.

² Ibtehal Mahmoud Aburezeq, "The Impact of Flipped Classroom on Developing Arabic Speaking Skills," *Asia-Pacific Education Researcher* 29, no. 4 (2020): 295–306, <https://doi.org/10.1007/S40299-019-00483-Z>; Nurkhamimi Zainuddin dkk., "Flipped Classroom in Arabic Language Teaching: A Systematic Review," *Al-Azkiyaa': International Journal of Languages and Education* 1, no. 1 (2024), <https://doi.org/10.60692/zfsy4-frk06>.

³ Mohamed Elboussairi Salih Elhaj Mohamed Barkaoui, "The Impact of Blended Learning Models on Arab EFL Learners," *Indonesian Journal of Learning Education and Counseling* 8, no. 1 (2025), <https://doi.org/10.31960/ijolec.v8i1.2967>; Erly Krisnanik dkk., "Desain Model MBKM Dan Kolaborasi Kerja Sama Model Pentahelix Guna Meningkatkan Daya Saing Lulusan," *Proceeding KONIK (Konferensi Nasional Ilmu Komputer)* 5 (2021): 138–42.

⁴ Naser Al-Maqableh dan Batool Al-Makhadmeh, "The Effects of the Collaborative Video-Based Flipped Learning Strategy on the Achievements in Arabic Grammar of 10th-Grade Female Students," *Theory and Practice in Language Studies* 14, no. 8 (2024), <https://doi.org/10.17507/tpls.1408.32>.

⁵ Fatihatus Saadah dan Zuhrotul Mufidah, "Metode Flipped Classroom Dalam Pembelajaran Maharoh Istima': Studi Kasus Dan Hasil," *Journal of Practice Learning and Educational Development* 4, no. 3 (2024): 178–83, <https://doi.org/10.58737/jpled.v4i3.351>.

⁶ إكرام حسين صديق بكر dkk., "فاعلية استراتيجية الصف المعكوس في تنمية بعض مهارات الضبط النحوي لدى متعلمي اللغة العربية الناطقين بها," *مجلة التربية للبنات بالقاهرة جامعة الأزهر*, vol. 1, no. 2 (2024): 44, <https://doi.org/10.21608/jfgc.2024.274215.1006>.

⁷ Naser Al-Maqableh dan Batool Al-Makhadmeh, "The Effects of the Collaborative Video-Based Flipped Learning Strategy on the Achievements in Arabic Grammar of 10th-Grade Female Students"; Ibtehal Mahmoud Aburezeq, "The Impact of Flipped Classroom on Developing Arabic Speaking Skills."

⁸ Shofiatun Athriani dan Asriandi Asriandi, "The Effectiveness of the Flipped Classroom Learning Method in Improving Students' Learning Outcomes in Arabic Language Subjects," *Cordova Journal* 15, no. 2 (2025): 82–94, <https://doi.org/10.20414/cordova.v15i2.14529>; Mohamed Elboussairi Salih Elhaj Mohamed Barkaoui, "The Impact of Blended Learning Models on Arab EFL Learners."

⁹ Asma Binti Hilmi dkk., "Tahap Pengetahuan Guru Bahasa Arab Dalam Melaksanakan Kelas Berbalik [the Level of Knowledge Arabic Language Teachers in Implementing Flipped Classroom]," *Muallim Journal of Social Sciences and Humanities* 4, no. 3 (2020): 50–67, <https://doi.org/10.33306/MJSSH/81>.

infrastructure¹⁰, and student characteristics¹¹, which cause learning outcomes to vary. Consequences of this gap include limited guidance for educators and policymakers aiming to implement flipped learning effectively in the Arabic curriculum.¹²

On the other hand, significant research gaps remain. Studies specifically addressing the application of flipped learning to Arabic writing skills, particularly *Insha'*, are relatively limited. Similarly, research directly linking student learning activities in flipped learning to the development of critical thinking skills is limited. Furthermore, few studies comprehensively describe how this model is implemented in real-world learning contexts, resulting in an incomplete picture of the relationships among learning design, student activities, and cognitive achievement.

Based on these gaps, this study offers a novel approach by integrating flipped learning, student activities, and their implications for critical thinking skills in Insha's learning. This research not only assesses the effectiveness of learning outcomes but also explores the learning process in depth, particularly how student activities contribute to the development of higher-order thinking skills.

Therefore, this study aims to analyze the application of flipped learning in Insha's learning, identify student activity patterns, and explore their implications for improving critical thinking skills. This research is significant because it provides both empirical and conceptual insights that can serve as a reference for developing more effective, adaptive, and relevant Arabic language learning to meet the demands of 21st-century skills.

B. RESEARCH METHODS

This study uses a descriptive qualitative approach to directly understand the implementation of the flipped learning strategy in Insha's learning and student activities, and its implications for improving critical thinking. The research subjects consisted of grade XI students of the State Islamic Senior High School of Magetan, who were selected purposively, and Arabic language teachers. Data were collected through observation of the learning process, in-depth interviews with teachers and students, and documentation in the form of learning tools such as lesson plans and teaching materials. The data obtained were then analyzed using interactive data analysis from Miles and Huberman, which consists of the processes of reduction, presentation, and drawing conclusions, accompanied by triangulation across data sources to ensure the validity of the findings.

¹⁰ Marina Mohd Arif, "Integrating Artificial Intelligence into Language Teaching Approaches: A Systematic Review of Flipped Classrooms," *International Journal of Language Education and Applied Linguistics* 15, no. 2 (2025): 44–58, <https://doi.org/10.15282/ijleal.v15i2.11943>.

¹¹ Muhammad Hakim Kamal, "A Scoping Review Of Flipped Classroom Approaches In Arabic Teaching," *Ijaz Arabi* 9, no. 1 (2026), <https://doi.org/10.18860/ijazarabi.v9i1.36740>; Pan Qi dkk., "A Systematic Review of Flipped Classroom Approaches in Language Learning," *Contemporary Educational Technology* 16, no. 4 (2024): ep529–ep529, <https://doi.org/10.30935/cedtech/15146>; Nurkhamimi Zainuddin dkk., "Flipped Classroom in Arabic Language Teaching."

¹² Nurkhamimi Zainuddin dkk., "Flipped Classroom in Arabic Language Teaching."

C. RESULTS AND DISCUSSION

Implementation of Flipped Learning Strategy in *Insha'* Learning

Scholars define flipped learning as a pedagogical model that reverses traditional instruction by delivering content outside the classroom and emphasizing active, collaborative learning during class time.¹³ Flipped learning not only serves as an alternative learning strategy but also opens new opportunities to improve academic achievement. This approach has the potential to strengthen students' learning independence, as reflected in their ability to take initiative, formulate learning objectives, identify learning resources, determine and implement learning strategies, and reflect on learning outcomes.¹⁴ The flipped learning approach has a significant impact on improving students' learning independence.¹⁵ Through this approach, students become more active, thereby providing educators with a better opportunity to address various learning challenges that arise, particularly due to differences in abilities and the levels of difficulty each student experiences.¹⁶ This is important, as learning independence remains a challenge for many students.

Based on reading the research data regarding the implementation of the flipped learning strategy in *Insha'* learning at State Islamic Senior High School of Magetan, eight sub-themes were found, namely: 1) learning design, 2) implementation of pre-class learning, 3) implementation of learning in class, 4) shifting material delivery, 5) implementation of learning stages, 6) use of learning resources, 7) learning management, and 8) suitability with learning objectives.

Table 1. Implementation of the flipped learning strategy in *Insha's* learning at the State Islamic Senior High School of Magetan

Findings Sub-theme	Description of Empirical Findings	Empirical Evidence (Interviews & Observations)	Implications
Instructional design	The flipped learning strategy is systematically integrated into the lesson plan (RPP) by separating pre-class and in-class stages	The lesson plan outlines clear learning stages; the teacher stated that materials are provided before class	Ensures alignment between instructional planning and flipped learning principles
Pre-class implementation	Learning materials such as texts, <i>Insha'</i> examples, and writing guidelines are provided before class	The teacher stated that students study the materials beforehand; students	Enhances students' cognitive readiness and prior understanding

¹³ Nida Khan dan Dharmendra Kumar, "Flipped Learning in Schools: A systematic Literature Review and Future Challenges," *International Journal of Research and Analytical Reviews* 11, no. 4 (2025): 159–67, <https://doi.org/10.5281/zenodo.14792550>; Blesswin S dan V. L. Jayapaul, "Flipped Learning: An Effective Blended Learning Strategy for Active Teaching and Learning," *Figshare*, advance online publication, 21 Mei 2024, <https://doi.org/10.6084/m9.figshare.25869169.v1>.

¹⁴ Dessy Rizki Suryani, "Implementasi Blended Learning untuk Meningkatkan Kemandirian Belajar Mahasiswa," *Jurnal Pendidikan Matematika (JUPITEK)* 4, no. 2 (2022): 68–72.

¹⁵ Lanjar Sri Widodo dkk., "Kemandirian belajar matematika siswa sekolah dasar melalui daring dengan model pembelajaran flipped classroom," *Jurnal Basicedu* 5, no. 5 (2021): 3902–11.

¹⁶ Viona Amelia dan Ida Rindaningsih, "The Importance of Educator's Commitment in Improving Students' Learning Independence After the Covid-19 Pandemic: Pentingnya Komitmen Pendidik dalam Meningkatkan Kemandirian Belajar Peserta Didik Pasca Pandemi Covid-19," *Indonesian Journal of Education Methods Development* 18, no. 1 (2023): 10–21070.

Findings Sub-theme	Description of Empirical Findings	Empirical Evidence (Interviews & Observations)	Implications
		demonstrate initial understanding in class	
In-class implementation	Classroom activities focus on discussion, analysis, and writing development	Observations show active discussions and idea construction among students	Promotes active engagement and deeper understanding
Shift in content delivery	Instructional content is delivered outside the classroom, while class time is used for active learning activities	The teacher no longer delivers direct instruction; observations show minimal lecturing	Optimizes classroom time for higher-order thinking activities
Implementation of learning stages	All stages of learning are implemented consistently	Observations indicate 100% implementation across all sessions	Demonstrates the effectiveness and consistency of implementation
Use of learning resources	Learning resources such as texts and <i>Insha'</i> examples are used for independent learning	The teacher provides structured materials; students use them as references	Supports independent learning and material comprehension
Learning management	The learning process is well-structured and follows the flipped learning stages	Observations show a smooth and systematic learning flow	Strengthens the effectiveness of strategy implementation
Alignment with learning objectives	Implementation aligns with the goal of improving writing skills and critical thinking	The teacher connects activities with learning objectives; students engage in analytical writing	Supports competency-based learning outcomes

The first finding indicates that the flipped learning strategy has been systematically designed in the lesson plan (RPP) by separating pre-class and in-class activities. In the pre-class phase, students are directed to study the material first, specifically related to the theme of the descriptive text (النص الوصفي) and the reading entitled الأديان في إندونيسيا (Religion in Indonesia). Then, they read the text and understand the examples of *Insha'*, so they have a basic understanding before the lesson begins. Furthermore, in-class activities are focused on analytical and participatory activities, such as discussions and writing development, rather than on delivering the material. This is supported by interview results, in which teachers (T1) stated, *"I prepared the lesson plan by separating pre-class and in-class activities, and I shared the learning materials via WA Group before the lesson so students could come to class ready for discussion and writing."* The results of observations showed that the implementation of learning was going according to plan.

The second finding indicates that pre-class learning was implemented by providing students with materials before the lesson, including a text titled "Religion in Indonesia," examples of *Insha'*, and writing guidelines. Students were asked to study the material independently as initial preparation. Student 1 (S1) stated, *"Before entering class, we were asked to read the material and the writing guide sent by the teacher."* This was corroborated by

observations that showed students already had a basic understanding when the lesson began. This indicates that the pre-class phase was effective.

The third finding indicates that classroom learning focused on active and analytical activities, such as discussions, developing ideas, and writing "*Insha'* (*Insha'*) essays. Teachers no longer delivered material directly; instead, they guided and facilitated students' learning. Observations indicated that classroom activities were interactive, with high student engagement in discussions and analysis. This was further supported by statements of T1 that "*class time was used to deepen understanding, rather than to deliver material*".

The fourth finding indicates a shift in the delivery of material from in-class to out-of-class through pre-class activities. Students first study the material independently, so class time is no longer used for explanations but for more in-depth activities. In interviews, T1 indicates that "*Now I no longer explain the material from the beginning as usual*", while observations reveal fewer lectures and more discussion and analysis. This confirms that the role of the classroom has shifted from a place to receive information to a space for developing understanding.

The fifth finding indicates that all learning stages in the flipped learning strategy (from pre-class through initial activities, the main lesson, and the closing) are implemented systematically and consistently. The pre-class learning stage includes the presentation and independent study of the material. The classroom learning stage consists of initial activities, including orientation, apperception, and motivation; core activities include observing, questioning, exploring, associating, and communicating; and closing activities include conclusions, reflection, evaluation, follow-up plans, and prayer. Each stage proceeds according to the lesson plan. Observations showed no significant obstacles during implementation, and learning outcomes reached 100% at each meeting. This was further supported by interviews, which confirmed that teachers followed the planned learning flow.

The sixth finding indicated that the use of learning resources in the flipped learning strategy was structured through the provision of materials such as texts, examples of *Insha'*, and writing guides, which were used both pre-class and in class, like T1 said: "*I always prepare materials, examples, and writing guides*." These learning resources served as the primary reference for students in understanding the material and developing their writing. The observations revealed that students utilized these materials as references in discussions and writing. This indicates that learning resources were actively used, not merely as supplementary materials.

The seventh finding indicated that learning management in the flipped learning strategy was structured and systematic, following the planned stages. The learning flow proceeded from pre-class through core and closing activities without significant obstacles. Observations indicated that each activity was carried out in an orderly and organized manner, while interviews indicated that teachers were able to manage class time and activities effectively, as T1 said, "*It is easier for me to organize discussions and guide students according to their needs*."

The eighth finding shows that the implementation of flipped learning is in line with learning objectives. It improves students' writing skills, *Insha'*, and critical thinking. All designed activities, both pre-class and in-class, are geared toward achieving these two

competencies. Interview results indicate that teachers consciously link each activity to learning objectives, while observations show that students engage in analysis, idea development, and writing. This demonstrates the integration between learning objectives and implementation.

Student Activities in Implementing the Flipped Learning Strategy in Insha's Learning

Based on reading the research data regarding student activities in the flipped learning strategy in *Insha'* learning at State Islamic Senior High School of Magetan, eight sub-themes were found, namely: 1) pre-class independent learning, 2) active student involvement, 3) discussion and collaboration, 4) asking questions, 5) analysis and development of ideas, 6) presentation of results, 7) revision and reflection, 8) utilization of learning resources, and 9) interaction patterns.

Table 2. Student Activities in Implementing the Flipped Learning Strategy in Insha's Learning

Findings Sub-theme	Description of Findings	Narrative Evidence (Interviews & Observations)	Empirical Implications
Pre-class independent learning	Students study materials before class through texts and <i>Insha'</i> examples	The teacher stated that students are required to study beforehand; observations show students have initial understanding	Enhances cognitive readiness and learning autonomy
Active student engagement	Students demonstrate high participation during learning activities	Observations show students actively engage in discussions and classroom tasks	Promotes student-centered learning
Discussion and collaboration	Students exchange ideas, provide feedback, and critique each other's arguments	Observations indicate intensive and collaborative peer interaction	Develops critical thinking and social skills
Questioning behavior	Students actively ask questions to both teacher and peers	The teacher reported increased student confidence in questioning; questions are analytical	Enhances curiosity and cognitive engagement
Analysis and idea development	Students are able to analyze topics and develop written ideas	Observations show students constructing outlines and elaborating <i>Insha'</i> content	Strengthens analytical and synthesis skills
Presentation of work	Students present their work and articulate arguments	Observations show students explaining ideas and responding to questions	Improves communication and argumentative skills
Revision and reflection	Students revise their writing based on feedback	The teacher emphasized process-based assessment; observations show iterative revisions	Develops metacognitive skills
Use of learning resources	Students use materials as references in learning and writing	Observations show students referring to texts during discussion and writing	Supports independent learning and comprehension

Based on the previous table, we can conclude that student activities in flipped learning are categorized into several primary activities that foster active engagement and higher-order thinking processes. In the initial stage, students engage in independent learning by reviewing the teacher-provided materials before the lesson. These activities encompass reading,

comprehending sample texts, and identifying key elements in writing *Insha*. Subsequently, during the classroom learning phase, students engage in various collaborative and analytical activities, including:

1. Group discussions, where students exchange ideas and critique each other's ideas.
2. Asking questions to the teacher and fellow students about the material or difficulties encountered.
3. Problem-solving, through analyzing the *Insha'* topic and developing a writing outline.
4. Presenting work results, to practice argumentation and reflection skills.
5. Writing revision, based on feedback from the teacher and peers.

From the research findings, it can be concluded that these activities directly contribute to the development of critical thinking because:

1. Students are trained to analyze information before using it in writing.
2. Students are accustomed to evaluating ideas, both their own and those of others.
3. Students develop synthetic skills in composing *Insha'* texts.
4. Students learn to make decisions based on logical arguments.

Pre-class activities in the flipped learning approach play a crucial role as a foundation for students before classroom learning begins. Through various resources such as videos, readings, and annotated text examples, students are introduced to text structure and argumentation patterns. In this way, they go beyond passive reading to understanding how ideas are constructed.

Numerous studies have shown that when students engage in activities such as annotating, summarizing, and identifying key points before class, their critical thinking skills significantly improve.¹⁷ In fact, their argumentative writing also tends to improve, especially when these pre-class activities are combined with reflective questions during the lesson.

Furthermore, learning models that prioritize reading and understanding material before class have been shown to yield higher learning outcomes, including significant improvements in higher-order thinking indicators. This is evident in the comparison of post-test scores and the superior N-Gain scores of the group using this approach.¹⁸

In practice, effective flipped learning generally begins with pre-class activities such as watching or reading the material, followed by summarizing and extracting key information.¹⁹ This stage provides analytical preparation for students, allowing for optimal use of class time for more in-depth activities, such as discussion, analysis, and idea development.

¹⁷ Dr Lakhwinder Singh, "Well-Being Among Adolescents In Relation To Social Maturity," conf. paper presented pada International Academic Business Conference Venice, Italy, *Clute Institute Conference Proceedings*, 1 Januari 2016, https://www.academia.edu/41086884/2016_International_Academic_Business_Conference_Venice_Italy.

¹⁸ Agus Riwarda dkk., "Digital Material EPUB Based to Understand Tarkib: Is Flipped Classroom Effective?," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 13, no. 1 (2021): 1-15, <https://doi.org/10.24042/ALBAYAN.V13I1.6143>.

¹⁹ Mohammad Aldhafiri dan Shaye Elshaye, "Effect of Using a Flipped Classroom Instructional Model on Arabic Writing Skills," *The International Journal of Pedagogy and Curriculum* 28, no. 2 (2021), <https://www.proquest.com/openview/ace7ad61f7dbc7e57f01ea6b6aaca10/1?pq-origsite=gscholar&cbl=5529397>; Haifa Albahuth, "Effectiveness of Flipped Classroom in Developing 11th Graders' Grammatical Competences in Arabic," *Interactive Learning Environments*, 25 September 2020, 1-17, <https://doi.org/10.1080/10494820.2020.1821714>.

In the flipped learning strategy, student activities become more active and collaborative. Students no longer simply listen to explanations but engage in group discussions, providing feedback, asking questions, and collaboratively developing writing outlines. Through this process, previously learned material doesn't stop at understanding but develops into analysis, evaluation, and synthesis.

This discussion approach, similar to research findings, guided by critical questions, has been shown to have a significant impact.²⁰ When students are encouraged to respond to, question, and evaluate ideas—both their own and those of their peers—their argumentative writing skills significantly improve. This activity becomes even more powerful when combined with teacher annotations and directed guidance.

Furthermore, the practice of mutual correction and problem-solving in groups also shows positive results. Students learn to identify the strengths and weaknesses of arguments and then refine them collaboratively. A comparative study conducted with a teacher-led, quasi-experimental design showed that this approach can improve both higher-order thinking skills and the quality of students' writing.²¹

Findings from a large-scale study also support this finding. Students who learn using the flipped learning model consistently demonstrate better critical thinking skills and comprehension compared to those who learn through lectures.²² This confirms that collaborative classroom activities are key to fostering more complex thinking.

In practice, effective activities typically include analytical questioning, guided discussions, peer review of writing, and collaborative outlining. With the teacher as a facilitator, students are encouraged to move beyond simply understanding the material to evaluating it and generating new ideas.

Implications of the flipped learning strategy in *Insha'* learning towards improving critical thinking

Based on the analysis of observational and interview data on the implementation of the flipped learning strategy in Insha's learning at State Islamic Senior High School of Magetan, it has significantly improved students' critical thinking skills. This is evident in the following indicators:

1. Students can identify problems or topics more independently.
2. Students can develop ideas in a more varied and argumentative manner.
3. Students can structure their writing more systematically and logically.

²⁰ Naghmana Z. Ali, "Evaluating The Efficacy Of Blended Learning In A Flipped Classroom In The Middle Eastern Cultural Context," *Clute Institute Conference Proceedings*, 1 Januari 2016, 528–29.

²¹ I Wei Liu, "The Effects of Debate Instruction through a Flipped Learning Environment on Speaking Ability and Critical Thinking Skills of Thai High School Students" (Thesis Doctor of Philosophy, Chulalongkorn University, t.t.), <https://doi.org/10.58837/chula.the.2017.210>; Farah Mohamad Zain dan Siti Nazuar Sailin, "Promoting Higher Order Thinking Skills among Pre-Service Teachers through Group-Based Flipped Learning," *International Journal of Instruction* 15, no. 3 (2022): 519–42, <https://doi.org/10.29333/iji.2022.15329a>.

²² Etri Suryanti dkk., "Using the RADEC Learning Model to Promote Higher Order Thinking Skills (HOTS) in Arabic Language Learning among Grade 8 Students at As-Salam Middle School for Quran Memorization Bogor," *Tadris Al-'arabiyyah* 4, no. 2 (2025): 251–71, <https://doi.org/10.15575/ta.v4i2.51103>.

4. There has been an improvement in their ability to analyze the content and structure of their writing.

Analysis of the impact of the flipped learning strategy shows that this approach does more than simply change the order of material delivery, but fundamentally transforms students' cognitive processes toward higher-order thinking. Various empirical findings indicate that students engaged in a flipped learning experience show significant improvements in higher-order cognitive domains, particularly in application, analysis, and problem-solving.

Quantitatively, the improvement in critical thinking skills is evident in students' performance on a 60-item Arabic grammar assessment, with the group using flipped learning demonstrating superior performance on indicators of concept application and problem-solving.²³ These findings indicate that early access to materials through videos or self-study resources enables students to build cognitive schemas before entering the classroom, freeing face-to-face learning time to focus on higher-order thinking skills rather than simply transmitting knowledge.

Furthermore, classroom action research results show a significant increase in students' cognitive mastery, from 19% to 97%.²⁴ This drastic improvement cannot be understood solely as the effect of practice or repetition, but rather as a consequence of the change in learning structure that provides more space for students to explore, reflect, and construct knowledge independently. In this context, flipped learning serves as a catalyst for active cognitive engagement, enabling students not only to receive information but also to process and evaluate it critically.

Quasi-experimental findings further strengthen this argument, demonstrating a significant difference between the experimental and control groups. The increase in critical thinking scores from 38.30 to 86.00 in the flipped learning group, compared with the relatively limited increase in the conventional group,²⁵ confirms that the strategy's effectiveness is not incidental but systemic. This means that the flipped learning structure inherently supports the development of critical thinking skills by integrating independent learning with collaborative classroom interactions.

Furthermore, the application of flipped learning in the context of text learning, such as *al-amtsal* (proverbs), demonstrates that students cannot only understand them literally but also articulate, explain, and apply their meanings in broader contexts.²⁶ This ability reflects an improvement in critical text processing, an important indicator of critical thinking in language learning.

Analysis of the effectiveness of the flipped learning strategy indicates that this approach significantly contributes to developing students' ability to construct arguments, although,

²³ Naser Al-Maqableh dan Batool Al-Makhadmeh, "The Effects of the Collaborative Video-Based Flipped Learning Strategy on the Achievements in Arabic Grammar of 10th-Grade Female Students."

²⁴ Luthfi Anisatin dkk., "Design of Arabic Textbooks Based Flipping Book on Al-Masal (Proverbs) Material Class X MA," *Athla* 3, no. 1 (2022): 53–74, <https://doi.org/10.22515/athla.v3i1.5142>.

²⁵ Agus Riwanda dkk., "Digital Material EPUB Based to Understand Tarkib."

²⁶ Zuhair Ahmed Al-Hasanat, "The Impact of Flipped Learning Strategy on the Achievement of Tenth-Grade Students in Arabic Language Subject in Jordan."

specifically in the context of intermediate Arabic language learning, there is still limited empirical research that can be directly measured. The publicly available research corpus confirms that the flipped classroom model can improve the quality of argumentative writing across various language learning contexts, especially in foreign languages (EFL), although measures that explicitly assess the diversity of ideas and the quality of argumentative reasoning in Arabic language learning remain relatively limited.

Empirical evidence from other language-learning contexts shows that applying flipped learning consistently produces argumentative essays that are clearer, more structured, and more reasoned.²⁷ In an experimental study, the group using flipped learning significantly outperformed the group using conventional methods in the overall quality of their argumentative essays and maintained this advantage over time. This suggests that flipped learning not only has a short-term impact but also contributes to the development of sustainable argumentative skills.

Furthermore, the effectiveness of flipped learning in developing argumentative ideas is even greater when supported by pedagogical scaffolding, such as Socratic questioning and guided annotation.²⁸ This approach has been shown to significantly improve students' reasoning quality compared to standard flipped learning. With this scaffolding, students not only generate ideas but are also trained to test the validity, coherence, and relevance of the arguments they construct. This improvement also aligns with findings that students' critical thinking skills develop significantly, which is closely related to the ability to construct logical and systematic arguments.

Thus, although specific empirical evidence in the context of intermediate Arabic remains limited, the synthesis of findings across contexts, supported by this research, suggests that flipped learning is an effective and relevant strategy for developing students' argumentative ideas. This strategy not only increases the quantity of ideas generated but also the quality of argumentation, as demonstrated by greater analytical, synthetic, and evaluative skills.

An analysis of the contribution of the flipped learning strategy to improving writing structure indicates that this approach has strong potential to produce more organized, logical, and systematic writing, although empirical evidence from the context of secondary Arabic language learning remains relatively limited. However, this limitation does not diminish the validity of the findings but rather indicates a research gap that can be bridged through a comprehensive interpretation of the available evidence, both direct and indirect.

In the context of Arabic language learning, several findings indicate improvements in writing structure through students' ability to explain and apply the material in writing. For example, in a study that developed a flipbook-based flipped learning strategy for proverbs (*al-amtsal*), students were able not only to understand the meaning but also to construct clearer, more focused written responses.²⁹ This indicates an increase in writing cohesion and

²⁷ Haifa Albahuoth, "Effectiveness of Flipped Classroom in Developing 11th Graders' Grammatical Competences in Arabic."

²⁸ Gulnora Mutalova, "Analyzing the Effectiveness of Using Flipped Learning in Teaching Arabic."

²⁹ Luthfi Anisatin dkk., "Design of Arabic Textbooks Based Flipping Book on Al-Masal (Proverbs) Material Class X MA."

coherence, key indicators of good writing structure. In other words, although not explicitly measured through a writing structure rubric, these achievements reflect students' ability to organize ideas systematically.

Thus, a synthesis of various findings indicates that flipped learning significantly improves writing structure. This strategy not only improves students' ability to produce text but also to organize ideas logically, systematically, and coherently. Therefore, flipped learning can be viewed as an effective pedagogical approach for developing structured writing competencies, particularly in Insha's learning.

Analysis of the implementation of the flipped learning strategy shows that this approach consistently improves content and structural analysis skills in language learning, although measurements specifically assessing text-structure analysis in the context of intermediate Arabic are still relatively limited. Nevertheless, empirical findings across contexts demonstrate a consistent pattern of improvement in analytical aspects of reading, listening, and writing skills, which are conceptually interrelated and transferable to comprehensive text analysis.

In the context of reading skills, the implementation of flipped learning has been shown to significantly improve students' critical reading, as reflected in higher scores across indicators such as accuracy, clarity, precision, depth, relevance, and logic.³⁰ The increase in the average score from 12.49 to 18.32 indicates that students not only understood the text superficially but also conducted in-depth analysis of its content and structure. This indicates that flipped learning encourages deep processing, where students actively interpret, evaluate, and critically relate information.

In the context of secondary classroom learning, the use of flipped learning supported by media such as flipbooks demonstrated a significant improvement in student achievement, as measured by the critical thinking rubric.³¹ Observation, test, and interview data indicated a decrease in the number of students in the low category and an increase in the high category. This change in distribution indicates that students are increasingly able to analyze learning content and organize it into a more systematic structure. In this case, content and structural analysis skills do not stand alone but develop simultaneously through student-centered learning activities.

Furthermore, improvements in analytical skills were evident in Arabic grammar mastery, particularly in comprehension and application. Collaborative, video-based flipped learning interventions demonstrated significant improvements in students' ability to analyze language rules.³² Students not only memorize rules but also apply them in appropriate contexts, indicating a deeper structural understanding of the language.

Thus, although direct measurements of text structure analysis in the Arabic context remain limited, the synthesis of various findings indicates that flipped learning significantly

³⁰ Mohammad Aldhafiri dan Shaye Elshaye, "Effect of Using a Flipped Classroom Instructional Model on Arabic Writing Skills."

³¹ Luthfi Anisatin dkk., "Design of Arabic Textbooks Based Flipping Book on Al-Masal (Proverbs) Material Class X MA."

³² Naser Al-Maqableh dan Batool Al-Makhadmeh, "The Effects of the Collaborative Video-Based Flipped Learning Strategy on the Achievements in Arabic Grammar of 10th-Grade Female Students."

improves content and structure analysis skills. This strategy not only strengthens students' understanding of the material but also develops their ability to analyze, evaluate, and reorganize information in a logical and structured manner. Therefore, flipped learning deserves to be positioned as an effective pedagogical approach for developing analytical competencies in language learning, particularly in *Insha'* learning.

D. CLOSING

Conclusion

This research demonstrates that the flipped learning strategy in *Insha'* (*Insha'*) learning at State Islamic Senior High School of Magetan can be implemented systematically and consistently through the integration of pre-class and classroom learning. The lesson plans outlined align with field practice, with material delivery shifted to the pre-class phase and class time used for analytical and collaborative activities. This pattern not only changes the learning flow but also enhances the overall learning process.

In terms of student activities, flipped learning encourages more active and meaningful engagement. Students not only study the material independently before class but also participate in discussions, ask questions, develop ideas, present presentations, and revise their writing. This series of activities demonstrates that students no longer play the role of recipients of information but rather as active subjects constructing knowledge through interaction and reflection.

Consequently, the flipped learning strategy significantly improves students' critical thinking skills. This is evident in students' abilities to analyze topics, develop ideas argumentatively, compose more structured writing, and evaluate and revise ideas. Thus, flipped learning is not only effective as an alternative learning strategy but also as an approach that can develop high-level thinking skills in *Insha's* learning.

Recommendation

Based on the research findings, the implementation of flipped learning in *Insha's* learning can be strengthened through several practical steps. Teachers need to design more structured and engaging pre-class materials, such as videos, annotated texts, or relevant writing examples, so that students are fully prepared for classroom activities. From a scientific perspective, the findings can be enriched by developing a more specific model in the context of Arabic language learning, specifically *Insha'*, that integrates elements of scaffolding, collaboration, and argumentation reinforcement more systematically. For further research, it is recommended to conduct a broader study using a quantitative or mixed-method approach to more detailed measures of improvements in students' critical thinking and writing quality. Research can also be directed toward developing more specific assessment instruments, such as rubrics for argumentation and writing structure, and toward testing the effectiveness of flipped learning across different contexts and educational levels.

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