FLIPPED CLASSROOM ACTIVITIES VIA ONLINE MEDIA TO DEVELOPMENT SELF-DIRECTED LEARNING OF STUDENT AT CHONGQING COLLEGE OF INTERNATIONAL BUSINESS AND ECONOMICS

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ABSTRACT
The objectives of this research were: 1) to investigate the Self-Directed Learning of students engaged in flipped classroom activities, 2) to assess the impact of online media on self-directed learning by comparing pretest and post-test results of students learning with flipped classroom activities, and 3) to examine students' perspectives on how learning with flipped classroom activities via online media influences self-directed learning. The research sample comprised 86 first-year students from Chongqing College of International Business and Economics, selected using simple random selection during the first semester of the academic year 2021. The research included four instruments: 1) Online media lesson plans designed for implementation in flipped classroom activities, 2) a test assessing self-directed learning capacity, 3) an accomplishment exam, and 4) a questionnaire soliciting student comments. The data analysis employed statistical measures such as the mean, standard deviation (S.D.), and t-test. The investigation yielded the following findings:1) The outcome of implementing flipped classroom teaching activities using online media had a highly positive impact on self-directed learning for the Technology topic at Chongqing College of International Business and Economics. The mean score for the learning achievement of flipped classroom teaching activities via online media that affect self-directed learning of Chongqing College of International Business and Economics students in the Technology subject was 4.43, with a standard deviation of 0.46. Additionally, the results of the students' opinions towards the flipped classroom activities via online media affecting self-directed learning were also excellent. The mean is 4.5, and the standard deviation is 0.6.
Keywords: Flipped classroom, Online Media, Self-Directed Learning

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INTRODUCTION

Labor As China advances into modernity, the nation faces significant economic and social changes. China's one-child policy and economic growth, for example, have altered the values and attitudes of parents, thereby creating new challenges for Chinese teachers. In addition, nontraditional ways of thinking in China's youth have led to various classroom concerns (Romanowski, 2006). Also, the study by Zhang, 2020 found that traditional Chinese teaching emphasizes the rote memorization of information, resulting in a lack of student engagement and motivation. The study also found that teachers in China often adopt a one-size-fits-all approach to teaching due to the large class size and limited resources. Zheng, Zhang, Liu, & Wu (2018) found that the high pressure on students to perform well on exams and standardized tests can lead to a focus on memorization rather than a deep understanding of the subject matter. This can limit students' ability to apply what they have learned in real-world situations and hinder their development of critical thinking and problem-solving skills.

Traditional teaching in the classroom is still the predominant approach in China, particularly in rural areas and lower-level schools (Chen, 2020). Despite this recognition, implementing a new teaching approach can take time and effort. One of the main obstacles is the high-steak nature of the Chinese education system, which places a heavy emphasis on exam results and standardized test scores (Hu, Liu, & Zhang, 2019). According to Chen, 2020 this can pressure teachers and students to prioritize test-taking strategies over deep learning and understanding of the subject matter. More resources and training may allow cheers to adopt new teaching approaches. This can be particularly true in rural areas where schools may need more help and experienced teachers.

However, the COVID-19 pandemic, influent to schools, teachers, and students' lifestyles, were changed. Yuan et al., 2021 described that online learning had been carried out in many countries, with different online learning models being promoted and implemented. As the global pandemic continues, the education environment is forced to change from the traditional classroom or blended teaching mode to the online learning teaching model. Most schools need to study and develop the education system and management. Also, the teaching approaches have to adapt to the new normal. Zhang (2020) also reported that inevitable and urgently needed remote teaching would likely lead to difficulties in studying Chinese characters for beginner learners. Due to the Chinese script's pictographic origin and logographic nature, previous research shows the write-to-read effect and the importance of handwriting-to-character recognition. However, the nature of online learning suggests that all pedagogical practices will have to rely on digital input rather than pen and paper, which minimizes the opportunities for handwriting. Furthermore, the worldwide crisis has also led to a lack of time and resources to develop a well-paced online curriculum that allows beginner learners to acquire characters while developing their character typing skills and building upon narrative inquiry.

Hence, the inclusion of traditional Chinese teaching and education in schools is seen essential, prompting instructors to seek a viable approach. The subject matter of the researcher The participants included in this research were subjects. Vocational and technological pursuits Content level 4 at a high school level. The 2008 Basic Education Core Curriculum categorizes careers based on indications and core learning material, specifically within the career and technology learning topic group. For pupils to utilize their capacity to Self-development in the exploration of students' professional interests fosters autonomous thinking, beginning with a self-assessment of individual requirements and personality traits, ultimately leading to the selection of a suitable career path, which may include emerging professions. Significant events have transpired. Additionally, this occupation necessitates the utilization of contemporary technology and the internet as the primary foundation for conducting activities. Joseph Uppatham Samphran University's extensive range of activities has resulted in a reduction in the time allocated for teaching vocational topics. This is owing to challenges in managing

teaching and learning. Conventional teaching methods, where the teacher assumes the role of the primary speaker in front of the class, tend to result in pupil boredom. Disregard the lesson I am struggling to comprehend the lesson material and the context around the use of technology as a means of facilitating educational organization. Education is advantageous and in line with the present circumstances. In line with contemporary education practices, the researcher choose to investigate the "Development of teaching activities in the flipped classroom style." The self-leadership of Chongqing College of International Business and Economics in the field of technology is influenced by online media, with the aim of equipping students with the skills to effectively utilize information and communication technology. Capable of independently seeking knowledge, hence fostering a commitment to lifelong learning.

LITERATURE REVIEWS

The flipped classroom is an instructional approach that reverses the usual style of teaching, when students are given lectures in the classroom and assigned assignments to be completed outside of class. In a flipped classroom, students initially interact with educational content outside of class, for as via viewing pre-recorded movies or reading textual materials. This enables individuals to go at their preferred speed and revisit the content as necessary. During class, the time is dedicated to engaging in active learning exercises, such as collaborative discussions, problem-solving tasks, and practical activities, which enable students to put into practice the knowledge they acquired outside of class (Bergmann & Sams, 2012). Bergman & Sams also asserted that the flipped classroom paradigm has demonstrated several advantages for students, such as heightened involvement, enhanced retention of information, and higher aptitude for critical thinking. In addition, instructors have expressed heightened satisfaction with the concept, enabling them to allocate more time to student-centered activities and less to lecture delivery. Jon Bergmann and Aaron Sams are widely attributed with popularizing the notion of flipped classrooms, with Sams being recognized as the originator of the phrase. They started the process of transforming their classroom in 2007 and have since actively promoted the concept through their written works, conferences, and consultancy services.

The flipped classroom is characterized by the utilization of active learning techniques (Betihavas et al., 2016). The intellectual underpinnings of this approach are rooted in the rejection of traditional classroom instruction and the adoption of student-centered learning theories, as proposed by Piaget (1968) and Vygotsky (1978). A flipped classroom involves removing the material often provided in a regular classroom setting and instead engaging students in active and cooperative learning outside of class (Strayer, 2012; Chen et al., 2015; Betihavas et al., 2016; Foldnes, 2016; Lai & Hwang, 2016; Zhang, 2018). Students familiarize themselves with the materials employed in a conventional classroom as they get ready for the lesson. Upon entering the classroom, students disseminate the knowledge they have obtained to their peers. The flipped classroom is an instructional style that seeks to replace the conventional learning approach, characterized by passive student engagement and a focus only on information transmission. During the flipped classroom approach, students engage actively in the lesson and have the ability to organize the information (Munir et al., 2018). This function is fulfilled by implementing activities that are appropriate for achieving high-level cognitive outcomes in a school classroom setting (Bergm & Sams, 2012; Sarawagi, 2013). The flipped teaching technique allows individuals to engage in collaborative learning with their classmates in a classroom or small group setting, enabling them to integrate these experiences on an individual level. Considering these assumptions, the flipped classroom is an appropriate teaching paradigm for using an active learning strategy.

It is possible to implement this approach in some or all of your classes. Regardless, it is imperative that you adhere to these procedures:

1) Determine the manner in which you intend to utilize your class time and formulate corresponding activities. If you lack a compelling rationale for changing your course, I suggest exploring alternative active learning methods or postponing any modifications until you have a better grasp of how to effectively utilize your class time.
2) Locate or generate educational materials for pupils to utilize in their own residences. These options encompass readings, audio files, webpages, or videos. While it is not mandatory for you to create these sources, it is imperative that you provide universal access to these resources for all students. Utilize the comments provided by students to modify the resources designed for their usage at home.
3) Instruct pupils on how to utilize the material in their own residences. Contrary to their ability to ask questions at a lecture, students are unable to do so in this situation, highlighting the need of note-taking. When pupils work independently, they are likely to encounter distractions. Despite the frequent exposure to media, pupils may lack proficiency in utilizing instructive audio or video pieces. Ensure that pupils are sufficiently motivated to independently complete their assignments.

RESEARCH METHODOLOGY

The population consists of 110 persons who are registered as students in the domains of vocations and technology. The research sample comprised 86 freshman students from Chongqing College of International Business and Economics in the first semester of the 2021 academic year. The data was collected by a questionnaire. The sample size was obtained using the Krejcie and Morgan (1970) tables, employing a combination of purposive sampling and simple random sampling.
Tools for Gathering Data The research employed a questionnaire consisting of a 5-level rating scale, which included the following categories: highest, high, moderate, low, and extremely low. The researcher has devised an enhancement to the Likert scale, a study questionnaire introduced by Likert in 1932.The questionnaire is comprised of two distinct sections:
Part 1: The respondents' status the question was in a multiple-choice format and focused on assessing the quality of the replies.
Part 2: The Impact of Flipped Classroom Activities Utilizing Online Media at Chongqing College of International Business and Economics on the Learning Outcomes of Higher Vocational Colleges in China. The question is a 5-level estimate scale that inquiries about the elements influencing cognitive learning. These components are categorized into 4 distinct areas as outlined below:
The Flipped Classroom model
- Learning Objective
- Autonomous Learning
- Student perspectives

RESEARCH RESULTS

Academic achievement of students who study with teaching and learning activities Flipped classroom through online media that affects learning Self-efficacy in academic careers and technology regarding careers was obtained from post-test scores. Student performance scores and behavioral scores were analyzed and calculated as percentage scores. Which is shown in Table 1:

Table 1 Student academic achievement scores

No.	Post-test score (50%)	Student performance score (30%)	Behavior score (20%)	Percentage (100%)	Results
1	38.33	27	18.86	84.19	very good
2	46.67	25.5	19.43	91.60	very good
3	45.00	25.5	18.86	89.36	very good
4	46.67	27	18.29	91.95	very good
5	41.67	27	18.86	87.52	very good
6	45.00	22.5	16.57	84.07	very good
7	40.00	24	18.86	82.86	very good
8	45.00	25.5	18.29	88.79	very good
9	45.00	24	18.29	87.29	very good
10	45.00	25.5	18.86	89.36	very good
11	45.00	27	18.86	90.86	very good
12	46.67	25.5	19.43	91.60	very good
13	45.00	27	18.29	90.29	very good
14	40.00	28.5	18.29	86.79	very good
15	46.67	27	18.29	91.95	very good
16	45.00	25.5	18.86	89.36	very good
17	46.67	22.5	17.14	86.31	very good
18	46.67	25.5	19.43	91.60	very good
19	43.33	27	19.43	89.76	very good
20	45.00	24	19.43	88.43	very good
21	36.67	28.5	17.14	82.31	very good
22	43.33	28.5	18.86	90.69	very good
23	41.67	24	18.86	84.52	very good
24	43.33	30	18.29	91.62	very good
25	41.67	27	18.29	86.95	very good
26	45.00	28.5	19.43	92.93	very good
27	43.33	25.5	18.86	87.69	very good
28	40.00	28.5	18.29	86.79	very good
29	43.33	30	19.43	92.76	very good
30	41.67	24	18.86	84.52	very good
31	43.33	25.5	18.86	87.69	very good
32	46.67	25.5	19.43	91.60	very good
33	40.00	27	18.29	85.29	very good
34	43.33	25.5	19.43	88.26	very good
35	38.33	27	18.86	84.19	very good
36	46.67	25.5	19.43	91.60	very good
37	45.00	25.5	18.86	89.36	very good
38	46.67	27	18.29	91.95	very good
39	41.67	27	18.86	87.52	very good
40	45.00	22.5	16.57	84.07	very good
41	40.00	24	18.86	82.86	very good
42	45.00	25.5	18.29	88.79	very good
43	45.00	24	18.29	87.29	very good
44	45.00	25.5	18.86	89.36	very good
45	45.00	27	18.86	90.86	very good
46	46.67	25.5	19.43	91.60	very good
47	45.00	27	18.29	90.29	very good
48	40.00	28.5	18.29	86.79	very good
49	46.67	27	18.29	91.95	very good
50	45.00	25.5	18.86	89.36	very good
51	46.67	22.5	17.14	86.31	very good

No.	Post-test score (50%)	Student performance score (30%)	Behavior score (20%)	Percentage (100%)	Results
52	46.67	25.5	19.43	91.60	very good
53	43.33	27	19.43	89.76	very good
54	45.00	24	19.43	88.43	very good
55	36.67	28.5	17.14	82.31	very good
56	43.33	28.5	18.86	90.69	very good
57	41.67	24	18.86	84.52	very good
58	43.33	30	18.29	91.62	very good
59	41.67	27	18.29	86.95	very good
60	45.00	28.5	19.43	92.93	very good
61	43.33	25.5	18.86	87.69	very good
62	40.00	28.5	18.29	86.79	very good
63	43.33	30	19.43	92.76	very good
64	41.67	24	18.86	84.52	very good
65	50.00	25.5	18.86	94.36	very good
66	46.67	25.5	19.43	91.60	very good
67	40.00	27	18.29	85.29	very good
68	43.33	25.5	19.43	88.26	very good
69	38.33	27	18.86	84.19	very good
70	46.67	25.5	19.43	91.60	very good
71	45.00	25.5	18.86	89.36	very good
72	46.67	27	18.29	91.95	very good
73	41.67	27	18.86	87.52	very good
74	45.00	22.5	16.57	84.07	very good
75	40.00	24	18.86	82.86	very good
76	45.00	25.5	18.29	88.79	very good
77	45.00	24	18.29	87.29	very good
78	45.00	25.5	18.86	89.36	very good
79	45.00	27	18.86	90.86	very good
80	46.67	25.5	19.43	91.60	very good
81	45.00	27	18.29	90.29	very good
82	40.00	28.5	18.29	86.79	very good
83	46.67	27	18.29	91.95	very good
84	45.00	25.5	18.86	89.36	very good
85	46.67	22.5	17.14	86.31	very good
86	46.67	25.5	19.43	91.60	very good
Total average				88.18	very good

From Table 4.1, it is found that the academic achievement of students who study with teaching activities in the flipped classroom through online media has an effect on learning. Self-discipline regarding careers and technology regarding careers Derived from post-test scores. Student performance scores and behavior scores were analyzed as percentage scores. Has an average academic achievement score, including equal to 88.18 is at a very good level.

DISCUSSION & CONCLUSION

They are researching the utilization of online media for implementing flipped classroom teaching activities and examining its impact on the self-esteem of high school students about career choices and technology. To summarize, the findings of the study can be described as follows.

1) The outcomes of creating flipped classroom teaching activities using online media that impact the self-leadership of high school students in their academic pursuits and technological

skills. The examination yielded quite favorable results. The average is 4.43, and the variability is 0.46.

2) Findings from the study on students' academic performance in teaching and learning activities. The flipped classroom paradigm, implemented through online media, impacts the self-esteem of high school pupils.

In vocations and technology, it was determined that the average academic success score reached a commendable level of 88.65 percent.

3) Findings from this study on cognitive aptitude The study focuses on the self-care practices of high school students who engage in flipped classroom teaching activities using online media and how these practices impact their self-leadership in academic and technological pursuits. The post-study results showed a statistically significant increase compared to the pre-study results at the 0.05 significance level, with a mean of 4.15 and a standard deviation of 0.79. Upon careful examination of each facet, it was discovered that the capacity to acquire knowledge in this manner Students experienced a boost in their self-esteem across all areas.

4) Findings from the investigation on students' perspectives engaged in educational activities. The utilization of Internet material in a flipped classroom setting has a significant impact on the process of learning. Self-esteem among academically inclined high school pupils: The thoughts of careers and technology students were commendable. The average deviation is 4.50. The standard value is 0.6.Analysis and interpretation of findings

The study conducted at Chongqing College of International Business and Economics in China examined the impact of Flipped classroom teaching activities on online media professions and technology subjects. The findings of the research are outlined below:

1) Outcomes of implementing flipped classroom teaching activities using online media that influence university students' self-leadership in vocations and technology.

The researcher intends to provide information in three specific domains:

1.1) Utilize learning management websites and implement the flipped classroom concept using online media.

1.2) Educational material

1.3) Pedagogy development

The outcomes of implementing flipped classroom teaching activities via online platforms, which impact the self-leadership skills of high school students in career and technology studies, indicated that the assessment findings were highly favorable. The dataset satisfies the given research assumptions, with a mean of 4.43 and a standard deviation of 0.46. The evaluation findings were of a superior standard. The researcher has developed online media specifically created for flipped classroom learning, which leads to effective learning outcomes—enhancing students' self-esteem in academics, careers, and technology using design concepts that align with the flipped learning approach. The Flipped Mastery Approach was developed as an educational and instructional management website. It was created by gathering insights from interviews with media design experts and assessing the appropriateness of career content for inclusion in media-based teaching. The approach involves organizing teaching activities in a flipped classroom format, utilizing online media resources, and providing a dedicated website for this purpose. It functions as a platform for learners to independently study the material of each instructional unit at their convenience, regardless of location.

Furthermore, the website is also engineered to be compatible with all devices. Personal computers, tablets, and smartphones are all valuable devices for accessing the website, recording information into the membership system, and receiving notifications on instructors' cell phones. The approach involves students using the website to document and gather data on their learning activities. Teachers may utilize this information to appropriately examine, monitor, and assess teaching and learning outcomes in conjunction with the learning process. Teaching employs the flipped classroom approach, which combines the flipped learning model,

the Flipped Mastery Approach, and the philosophy of self-directed learning based on growth (Grow, 1991). The present learning model The Staged Self-Directed Learning Model (SSDL) consists of four sequential steps: Step 1: The teacher assumes the position of authority and coach. Learners adhere to (dependant). Step 2: The instructor offers inspiration and advice to the students, acting as a motivator and guide. Learners are intrigued.

Step 3: The teacher assumes the role of the instructor. Facilitators are responsible for managing the facilities while learners actively participate. Step 4: The teacher offers counsel and direction (acting as a consultant or delegator). Learners are autonomous learners. Acquire knowledge of the material of every topic. The teacher assigned the week's tasks. Online media platforms facilitate the organization of teaching and learning activities outside of the traditional classroom setting. Students can access these platforms through websites. Classes may be accessed on the website at any location and time, providing convenience for the learner. This website facilitates contact between teachers and students. Subsequently, upon entering the classroom, the teacher arranges the activity. Allow the pupils to provide a concise summary. Acquired knowledge. They are engaged in independent study while presenting using presentation software, participating in diverse activities, and completing in-class exercises and assessments.

2) Educational Material The delivery of instructional material on the website for each unit adheres to the expert guidance. This study utilizes the information contained within the topics: Careers and technology in high school and topic 4: Careers based on indications and core learning material. The group focused on careers and technology learning. The material of the 2008 Basic Education Core Curriculum was evaluated and developed. The website, designed for educational purposes, underwent a 10-week experimental phase to assess its effectiveness in facilitating teaching and learning. Encompasses extensive and detailed information Encompasses the goals and content organization for each week's educational material and content management. Considering the learners, there is an optimal quantity without excess. There is contemporary and current information available about emerging professions in modern society.

Exogenous information sources there is a supplementary film to augment pupils' comprehension. What is the curriculum for design education? We must consider the optimal exploitation of the internet network. This is consistent with the findings of Kulnit Wongkaew (Kulnit Wongkaew, 2010). Developing online classes using the internet network. The presentation is user-friendly. Users may utilize the content management system with ease. Including interactive elements in the classes fosters student satisfaction, enthusiasm, and interest by facilitating interaction among learners and between learners and the teacher. Students can reinforce their understanding by engaging in tasks after the lecture. Comprehending and being aware of the outcomes of one's labor the ability to conduct assessments and provide timely feedback through a robust content management system enhances student engagement and attentiveness in the learning process.

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