**FLIPPED LEARNING ENCOURAGE STUDENT INTEREST, AND ENGAGEMENT TOWARDS ECONOMICS SUBJECT IN SCHOOLS**

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**Abstract**

*Flipped learning (FL) is an active learning strategy that involves learning and facilitation (PdPc) before, during and after. Technology becomes a teaching aid to help teachers and students explore and share information through certain applications such as whatsapp, google etc. again. Apart from that, the way of teaching and learning has also changed to the form of video, animation and show. Learning process using technology encourage creative and more interesting. So to implement FL, technology is a key element in implementing FL methods for the purpose of delivering knowledge become more interesting, creative, high -input and easy to share with others. In line with the recommendations in the 2015 Education Development Plan FL increases the use of technology in education and improves students ’critical thinking skills. Student success and capability can be seen from the student achievement, creativity and innovation. Learning should go on anywhere and anytime. FL is an appropriate learning as it can be implemented inside and outside of the classroom with student involvement in learning process, while the teacher as a facilitator to guide the students. The technologies discussed in studies in the form of audio, visual, graphics, animation and text. The objective of this research paper is to discuss the relationship between the FL method with students ’interest, involvement and understanding in learning process and achievement differences between the conventional and FL groups. Quantitative quasi -experimental methods were used. Pre-test and post -test instruments were used to look for differences between the control and treatment groups. A questionnaire test consisting of 20 questions using 5 likert scales was used. There are 44 students as respondent involved in this study for the control and treatment groups. The data obtained were analyzed using Statistical Packages For Social Science (SPSS) version 26.0. The results of the study were analyzed using Pearson Correlation, standard deviation and mean. The results show a significant value in the implementation of FL. Students are interested in pursuing learning process by actively engaging in learning and building their own understanding. At the same time, student achievement also increased. Through this article provide space for future studies by identifying issues in applying the FL method. This article serves as a reference for future studies on FL.*

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