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Improving Students' Achievement and Jurisprudential Analysis Skills: A Proposed Teaching Model Based on Integrating WebQuests and the Flipped Classroom

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ABSTRACT

This research aimed to examine the effect of a proposed teaching model based on integrating Web Quests and the flipped classroom on Students' achievement and jurisprudential analysis skills among secondary school students and their attitudes towards it. The study employed a quasi-experimental design to compare achievement and jurisprudential analysis test scores between experimental and control groups. In addition, a qualitative approach was used to determine how students viewed the implementation of the experimental model. The research sample consisted of 89 students, divided into control and experimental groups based on their pre-test scores. As a result, the suggested teaching methodology had a statistically significant favourable influence on academic success in developing jurisprudential analytical abilities, with the experimental group outperforming the control group. Moreover, the teaching methodology improved students' attitudes. The integrated method improves academic achievement and student engagement in Jurisprudence. Moreover, future research can be enhanced by adopting effective teaching methods for jurisprudence and other Sharia science courses, investigating the proposed teaching approach in diverse subjects to improve student performance, enriching the jurisprudence course with real-world examples, and incorporating jurisprudential analysis and debates to enhance students' critical thinking and evaluation skills.

INTRODUCTION

The globe is going through accelerated development in all spheres of life (Vasko *et al.*, 2020). One of these expressions is the creation of technical tools and the ensuing amounts of information and renewable methods of knowledge, which have not only altered the modern way of life but also altered some of the methods of learning and teaching diverse cultures and the modern student (Colombari & Neirotti, 2022). Recently, various learner-centred learning modalities have replaced teacher-centred instruction as the predominant education paradigm. Teachers adopt the duties of knowledge providers and learning promoters who motivate students to construct knowledge actively (Vossen *et al.*, 2020). In recent years, the flipped classroom has become one of the most popular and new teaching methods. It replaces the hands-on teaching found in traditional courses, emphasising guiding students to apply knowledge and attain higher-level learning objectives.

Teachers have acknowledged the flipped classroom as a creative and successful teaching strategy. It replaces traditional instruction by substituting in-class instruction with at-home practice (Al-Samarraie *et al.*, 2020). Recent studies suggested that the utilisation of flipped classrooms in different subjects assists in improving students' involvement, metacognition, mood, performance, knowledge, success, and other learning results(Ahmed & Indurkhya, 2020; Al-Samarraie *et al.*, 2020; Tsai *et al.*, 2020). Bergmann and Sampson (2012) introduced the flexible classroom concept. They recorded class lectures and posted them online so students could view and review the material more easily. They found great success with this method, encouraging them to continue using it (i.e., showing instructional films online to students before lessons)(Chen *et al.*, 2019). The concept of the flipped classroom approach needs to be fully understood; it requires a broad explanation. However, most scholars agree on a few essential points about the flipped classroom. These scholars believe that the flipped classroom has pre-made items (like audio or video) that students can watch or listen to before coming to school. Then, these materials are discussed with students (Sopamena *et al.*, 2023).

The flipped classroom is opposed to the traditional classroom. Traditional classroom requires much time to prepare the lesson plans, work on the lesson rules and regulations, formulate the student's tasks and assignments, and give jobs to students to complete at home (Fernández-Martín *et al.*, 2020). In opposition, in a flipped classroom, the instructors prepare and record the lecture beforehand and provide students with a recording to see the course and prepare at home (Wang & Liu, 2023). It means that in a flipped classroom, the lesson is explained through video segments or any other appropriate educational means that the student observes or interacts with at home or outside of the school, and the lesson time is used to present enough activities to achieve the objectives of the lesson that the student watched at home (Tsai *et al.*, 2020). The distinction development of the flipped classroom necessitates incorporating more extensive strategies to improve its efficacy (Gillette *et al.*, 2018). With their constructivist foundation, WebQuests provide a framework consistent with the social constructivist theory, a crucial element absent from the original flipped

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classroom model. Zheng *et al.* (2020) believe that this blend is meant to make the most of the technology-based learning that students do outside of school so that they can use class time for engaging tasks and reviewing what they have learned (Zheng *et al.*, 2020). Moreover, integrating WebQuests can address skill development, particularly in crucial areas such as jurisprudential analysis, thereby contributing to enhanced academic achievement by enhancing students' analytical abilities and motivation to learn (McDermott *et al.*, 2021).

This cognitive approach is based on Piaget's cognitive constructive theory. This theory means that knowledge constructivism can be designed for individual or collaborative settings, is suitable for all educational stages, and must provide actual tasks related to the courses or curriculum." It is not a distinct educational endeavour (Hanfstingl *et al.*, 2019). Since the WebQuest model is grounded in cognitive constructivist theory, the inventors of the flipped classroom strategy, Bergman and Sams, did not explicitly reference any learning theory during its development. This presents an opportunity to incorporate the social constructivist approach into the integrated teaching paradigm, as social constructivism emphasises the role of social interaction in the learning process, in contrast to cognitive constructivism's emphasis on individual cognitive development. Incorporating social constructivist principles, this research corresponds with a design strategy comparable to Jaynes' 2017 study, which utilised social constructivist theory to develop the flipped classroom model (Jaynes, 2017).

In Saudi Arabia, secondary schools need to strengthen jurisprudence teaching. Many teaching approaches must engage students in current topics and encourage critical thinking (An Le & Hockey, 2022). This research examined a teaching paradigm combining the flipped classroom and WebQuest strategies with current technologies to improve secondary school jurisprudence students' academic performance, develop their jurisprudential analysis skills, and examine their attitudes toward the model. This research gave Sharia science supervisor's current jurisprudence teaching methods and opened doors for technology integration research in education. This research addressed the educational community's demand for teaching methods that satisfy changing academic needs and extend social constructivism-based teaching.

Research Question

This research is based on examining the following research question:

How do secondary school jurisprudence students' academic accomplishment and jurisprudential analytical abilities change when flipped classrooms and WebQuests are used, and what are their reactions toward this integrated teaching model?

Research Hypothesis

This research includes the following two hypotheses:

1) No significant differences (p-value < 0.05) between experimental and control group students' post-achievement exam results in the Jurisprudence course.

2) No significant differences (p-value < 0.05) in average scores between experimental groups in the pre-and post-tests for improving jurisprudential analytical skills in the course.

LITERATURE REVIEW

Social Constructivist Theory

Social Constructivism is a theoretical framework for learning that places emphasis on the active role of people in constructing knowledge and understanding. This process occurs through interactions and sharing experiences (Singh *et al.*, 2022). Lev Vygotsky established it and continues to impact the field of education. This theory contrasts the previously prevalent behaviourist paradigm, emphasising unidirectional learning and teacher-centred practices (Servant-Miklos & Noordegraaf-Eelens, 2021). The theoretical framework of Social Constructivism encompasses three primary orientations:

Cognitive Constructivism

This theory emphasises the mental construction of knowledge and the function of cognitive processes in learning. The theory suggests that learners engage in active knowledge construction rather than passive information acquisition from the surrounding environment (Sari, 2019).

Social Constructivism

This theory emphasises the importance of social interaction and society in education. It contends that mental development is dependent on social context and interpersonal interaction. As a result of external interactions, learning is viewed as a collective process (Lorenz *et al.*, 2020).

Radical Constructivism

This theory is based on philosophy and connects philosophy and meaning to learning. It views learning as a dynamic process in which individuals adapt to approaches through their experiences (Michaelian & Sant'Anna, 2021).

Social Constructivist Theory is distinguished from other learning theories by its central concepts and characteristics. At its foundation is the Zone of Proximal Development (ZPD), which identifies the phases between the independent performance of a learner and their potential with expert guidance (Margolis, 2020). Suhendi *et al.* (2021) mentioned that in contrast to cognitive constructivism, which concentrates on the individual construction of knowledge, social constructivism emphasises the importance of social interaction and society in a learner's mental development. According to this theory, learning begins on the outside and moves inward (Suhendi *et al.*, 2021). It emphasises the internalisation of knowledge through observation, in

which students adopt behaviours by observing others and implementing them in similar situations. Moreover, the theory places a significant value on cognitive processes, promoting learners' comprehension of the mental mechanisms they employ in different learning situations, thereby cultivating reflection and self-awareness (Almasi & Zhu, 2020; Egbewole *et al*., 2024). Subsequently, it also emphasises the importance of language in thinking and learning, emphasising that language is intrinsic to these cognitive processes and essential to successful idea exchange and understanding in a social setting (Middleton *et al*., 2019).

WebQuests

Cognitive journeys, also known as WebQuests, were introduced by Bernie Dodge and Tom March as a novel educational strategy in 1995. These journeys are planned research exercises meant to be used with the Internet to teach through questioning, exploring, and learning (Syzko *et al*., 2020). The main idea behind this approach is to help students learn how to do active study and discovery (Syarif *et al*., 2020). Tom March refined the concept by defining it as a structure for learning that encourages students to investigate and develop their insights by studying authentic learning assignments through web-based information sources (Puthikanon, 2009). There are two primary categories of WebQuests: short-term and extended. Short-term journeys consist of one to four sessions centred on information access, comprehension, and retrieval. Long-distance journeys last a week to a month and delve into more complex concerns requiring superior cognitive abilities (Thomopoulos *et al*., 2021).

WebQuests, despite their benefits, such as fostering innovative thinking, improving information literacy, and encouraging collaborative work, require access to computers and abilities, posing potential limitations (Fernandez Lopez & Antoli, 2020). Instructors play a vital role in organising these excursions, from selecting topics to directing students' activities and assessing their progress (Stites *et al*., 2019). There are optional stages in constructing WebQuests, but a fundamental framework involves outlining the lesson, recognising information sources, clarifying tasks, defining processes, and establishing evaluation criteria. In addition, the teacher has to guarantee that topics are open-ended, debatable, and pertinent to students' skill and knowledge development. The approach emphasises cooperative learning, critical reasoning, and knowledge application (Khaleghi *et al*., 2021).

Flipped Classroom Strategy

The flipped classroom strategy, which acquired popularity in the early 1990s, entails students accessing pre-recorded lessons at home, followed by in-class group activities. Jonathan Bergman and Aaron Sams were crucial in promoting this strategy by making teachings available to students who may have missed classes (Tsai *et al*., 2020). The approach has many benefits, including more contact between teachers and students, more effortless adjustment to new technology, encouraging students to keep an eye on themselves, better communication between parents and schools, and the ability to accommodate different learning speeds (Kimmelmann & Lang, 2019; Palmerola, 2024). It also enables students to take control of their learning, improves subject comprehension, and promotes the growth of personal qualities.

Despite the numerous advantages of the flipped classroom, such as improved teacher-student interaction and support for modern technology, several challenges must be addressed, such as the possibility of neglecting other aspects of the educational process (Kimmelmann & Lang, 2019). Concerns about too much schoolwork, the need for students to access computers and the Internet, teachers' changed ideas about how possible it is, and the need for enough training for teachers are all problems. In addition, the strategy may increase educational costs and necessitate the practical application of various instruments (Mingorance Estrada *et al*., 2019).

Proposed Teaching Model

The proposed teaching approach incorporates flipped learning, WebQuests, and social constructivist theory to meet students' diverse educational and mental requirements. It changes the traditional roles of teachers and schools by stressing that schools are learning resources and teachers are educational facilitators. The model seeks to improve students' learning outcomes while compensating for the rising cost of education(Ahmed & Indurkhya, 2020). The research emphasises specific criteria, such as content clarity, flexibility, realism, and adaptability to various educational contexts, to develop an effective teaching model. Like other instructional design models, this model includes input, process, and output elements, feedback mechanisms, and the ability to adapt to diverse requirements.

The model consists of three main axes: the first concentrates on the family environment, the second on the educational environment, and the third on evaluation, input, and modification of teaching practices. In the initial phase, students are assigned creative duties, divide the lesson into tasks, participate in introduction tasks, identify sources, and reflect on the lesson's problem. This phase encourages students to think independently and identify problems.

In the second stage, activity documents consolidate students' knowledge and stimulate class discussion. The instructor facilitates group activities and guides students through the problem of the lesson. The instructor supervises the completion of activity pages, and the lesson culminates with a concluding discussion, analysis of divergent viewpoints, and evaluation.

In the third stage, you will look at how well the lesson went and change how you teach. The instructor concludes the lecture by evaluating student performance, providing feedback, and modifying the model based on the evaluation outcomes. A website also maintains

a teacher's page for communication with students. This instructional model provides a holistic approach that prioritises student participation, collaborative learning, and adaptability, fostering successful and meaningful educational experiences.

MATARIALS AND METHODS

Research Methodology

The research investigation employed a mixed methodology. A mixed research design collects, analyses, and combines quantitative and qualitative data within a single study to learn about a research problem. It used mixed explanatory research (Ryba *et al*., 2022). The quasi-experimental method was explicitly chosen for the quantitative analysis because, as Al-Assaf (1427 AH) states, selection, and assignment are not random, and external variables are not controlled as much as in experimental designs (Al-Assaf, 1995). The research utilized a quasi-experimental design comprising a single posttest with two unequal experimental groups. Furthermore, qualitative research examines how an individual feels, what that experience means to him, and how he transforms that experience into awareness at the individual or group level. This seeks to grasp the meaning of a phenomenon among persons.

Research Population

In Riyadh, 46,806 male secondary school students were enrolled in general education during the academic year 2019. This data was taken from the official statistical guide for public administration from the Ministry of Education.

Research Sample Size

Imam Al-Shawkani High School in Riyadh was chosen to apply the mixed method approach of the research because it received the Excellence Award at the school level and the Hamdan Bin Rashid Award for Excellence in Educational Performance in the Field of School and Distinguished School Administration in 2014. The data collection was performed from May 2022 to December 2022. The school administration and instructors also supported the experiment by randomly selecting three classrooms. Two classes from Jurisprudence 1 were randomly chosen to experiment. All experimental group students were interviewed qualitatively for the research. The secondary stage was selected to offer the curriculum framework, allowing teachers to instruct students daily and get to know them better. Table 1 lists the control and experimental groups' student counts

Table 1: Sample Size

M	Group	Division	Relative Sample	Absolute Sample	Percentage
1	Experimental	21	45	45	50.57%
2	Control Group	22	44	44	49.43%
Total			89	89	100%

Research Variables

The present research included two levels of the independent variable: the first level is the innovative teaching model that combines flipped classrooms and WebQuests, and the second level is the traditional method of instruction. The dependent variables included academic achievement, legal analysis skills, and the propensity to adopt the proposed teaching model.

Equivalence of Group

The equality of the subjects in Jurisprudence 1 was checked by using the t-test for independent samples to compare the groups on the first and second tests that the teacher offered his students before the experiment. The results were as follows after taking out the students who didn't show up for one of the tests:

Table 2: Average Score of Experimental and Control Group

Group	No of Students	SMA	Standard Deviation	Value	Significance level
Experimental Group	45	7.12	2.70	-0.1666	0.887
Control Group	44	7.06	2.73		

Table 2 shows that the first group averages (7.12) degrees while the second group averages (7.06). Although there is a difference in the standard between the two groups, the significance level of the test (T) is (0.887), which is greater than (0.05), meaning that there are no statistically significant differences in the scores of students in the two groups.

Statistical Analysis Approach

Various statistical processing techniques were employed to address the primary research questions, which centred on the impact of the teaching model on students' academic achievement and jurisprudential analysis skills. First, it evaluated the simplicity or difficulty of the achievement exam and the test for developing skills in jurisprudential analysis. Second, the discrimination coefficient was calculated to ascertain the ability of test items to differentiate between pupils with high and low performance. In addition, using the split-half method, the Spearman-Brown equation was utilised to estimate the reliability of the achievement test and the test for learning abilities in jurisprudential analysis. The T-test for independent samples was then used to compare the performance of groups on pre-tests and post-experiment assessments, confirming the research hypotheses involving academic achievement and legal analysis skills.

These statistical methods were essential for assessing the impact of the instructional model on the desired outcomes.

Ethical Consideration

The researcher protected the anonymity and confidentiality of respondents in consideration of the ethical implications of collecting primary data. All selected respondents gave their informed consent, ensuring the confidentiality of their personal information throughout the research. Additionally, institution identities were kept confidential. Moreover, the research was approved and reviewed by the King Saud University.

RESULTS AND DISCUSSION

First Question

The first Sub-Question: How does an integration-based teaching paradigm affect?

To address this question, a t-test proved the first hypothesis, which is compatible with the quasi-experimental design of the study sample:

First Hypothesis

No significant differences (p-value < 0.05) exist between experimental and control group students' post-achievement exam results in Jurisprudence course 1. The results of the experimental group are shown in Table 3. The -t-test was utilised to demonstrate statistically significant differences in the grade point averages of the students in the control group. The results of the experimental group are shown in Table 3:

Table 3: Results of The Independent Samples T-Test for Differences

Test	Control Group			Experimental Group			Value	Significance Value
	Number	Average Arithmetic	Standard Deviation	Number	Average Arithmetic	Standard Deviatio		
The Collection	37	11.89	4.13	38	14.08	2.60	-2.916	0.005

The analysis of Table (5) reveals that the significance level of the t-test is 0.005, which is lower than the conventional threshold of 0.05, indicating that there are statistically significant differences between the grades of the control group (11.89) and the experimental group (14.08). These differences favour the experimental group, thus refuting the initial hypothesis. The findings support that the proposed teaching model, incorporating the flipped classroom and WebQuests strategies, positively impacts the academic achievement of high school students enrolled in the Introduction to Jurisprudence course.

Second Question

The Second Sub-Question: How does a suggested teaching paradigm that integrates flipped classroom and Web Quest tactics affect it?

A t-test validated the first hypothesis, which is compatible with the quasi-experimental design of the study sample, according to the second hypothesis:

The Second Hypothesis

There are no significant differences (p-value < 0.05) in average scores across experimental groups in the pre-and post-tests for improving jurisprudential analytical skills in course 1.

A paired-sample t-test was used to change statistically significant changes between the experimental group students' average scores on the pre-test and post-test for jurisprudential analysis. The results are shown in Table No. (4) which is as follows:

Table 4: Results of the Paired Samples T-Test for Variances Between the Scores of the Experimental Group Students

Test	Tribal			After me			Value	Significance Value
	Number	Average Arithmetic	Standard Deviation	Number	Average Arithmetic	Standard Deviatio		
Jurisprudential analysis	37	3.12	3.07	37	6.40	3.80	-3.461	0.002

Table 6, the results of the Paired Samples T-Test demonstrate the statistical significance of the t-test (0.002), indicating that there are substantial differences between the pre-test (3.12) and post-test (6.40) scores of the experimental group students regarding the development of jurisprudential analysis skills. These distinctions favour the post-test and result in the rejection of the second hypothesis. In response to the second sub-question of the research, it is evident that the proposed teaching model, which combines the flipped classroom and WebQuests strategies, has a positive impact on improving the skill of jurisprudential analysis among high school students enrolled in the Jurisprudence 1 course.

Third Question

The Third Sub-Question: What are students' attitudes towards applying the model and its results? To answer a specific research question, an open-ended interview form was created. The form was created by considering various factors, including student responses on Google

Classes, a review of school activity records, direct conversations with students, and discussions with the subject teacher about daily challenges and student interactions. After conducting these interviews and using the theoretical framework of the research, an open-ended interview form was distributed to the experimental group students immediately following the experiment. The collected responses were analysed, leading to a follow-up questionnaire designed to probe deeper into particular issues raised in the initial interviews. This procedure included both individual and group interviews, in addition to separate responses from each student. Twenty questionnaires were collected in total. Analysing these qualitative data was an ongoing procedure that began with the first interview and continued until this analysis was prepared.

This research analysis concentrated on three key aspects: first, a description of the collected data; second, an analysis of the data to identify crucial elements in students' attitudes towards the experiment; and third, an explanation of the students' positions and justifications. Furthermore, the questionnaires focused on three primary areas: behavioural aspects, which assessed how students engaged with scientific tasks and discussions in the classroom; cognitive elements, which evaluated their scientific understanding and comprehension; and emotional aspects, which were the primary focus. While emotional factors were the primary objective, the other factors provided additional insights and supported interpreting the results. The researcher followed a structured methodology based on Al-Abdul Karim's (1433 AH) phases of data analysis, which included data organisation, classification, coding, note-taking, identifying formats and patterns, formulating results, and verifying the findings. This procedure enabled a thorough investigation of the student's perspectives on the experiment.

Several significant stages comprised the researcher's data analysis procedure. First, the data was organised by categorising the primary and follow-up interview forms and the student's responses on the school activity documents. The data was then classified and coded based on student motivation levels, differentiating between highly motivated and less motivated students. This classification evaluated the integrity of student interactions and enthusiasm and provided a comprehensive view of the data. The coding procedure employed colour-coding, specifically green, to identify expressions of support, approval, or rejection, particularly when accompanied by justifications. The findings demonstrated that students frequently hold opinions comprising support and criticism.

The distribution of questionnaires yielded an equal number of high- and low-motivation responses, with the proximity of the experiment to the preparation period for achievement tests adding to the experiment's complexity. Despite obstacles and difficulties, students were generally enthusiastic about the experiment. Some students initially needed help comprehending the nature of the teachings during the introductory phase, which negatively impacted their interaction. Contrary to the experiment's purpose of promoting research and open-ended responses, some students favoured objective queries over essay-style tasks regarding performance tasks. Moreover, some students found classroom discussion groups could have been more interesting, while others enjoyed them.

Some students needed help with jurisprudential analysis, which caused them to dislike the experiment. The teacher's use of the guide gave the lesson an organised look, and the final test pushed the students to do their best. Students viewed the repetition of information in the courses favourably, as it enhanced memorisation and enjoyment. Students generally appreciated the well-prepared performance and activity tasks and suggested a flexible assignment schedule to accommodate their daily schedules.

Research Results

The research revealed statistically significant differences between the control and experimental groups on the Jurisprudence 1-course achievement test. More than that, there were statistically significant changes between the experimental group students' average scores on the jurisprudential analysis skill tests before and after the intervention. The interpretation of these results incorporated multiple factors that contributed to the efficacy of the proposed instructional model, which combined WebQuests and flipped classroom strategies.

The research demonstrated that the proposed model was incorporated into multiple facets of students' lives, utilising modern technology to motivate and engage them in learning. The electronic preparation of the experiment, simple access to electronic performance tasks via Google Classrooms, and flexible learning approaches were significant contributors to the model's success. In addition, the emphasis was placed on student enthusiasm, active participation, and contemporary jurisprudential issues.

Discussion

This research has revealed several key results. Firstly, it has supported executing a teaching-based framework combining flipped classroom and WebQuest strategies. According to the result, this combination significantly impacts academic achievement in the Jurisprudence 1 course. The experimental group performed better than the control group, indicating the efficacy of this educational model. Several previous studies have demonstrated the viability of classroom strategies. WebQuest, teaching models based on social constructivist theory, and studies in the jurisprudence course that rely on the use of modern technology have a positive effect on enhancing academic achievement (Kadonsi *et al.*; Tosun, 2023; Voshaar *et al.*, 2023). The research (Ibañez & Pentang, 2021)is one of these studies in activating social constructivist theory in teaching. According to

this study, socio-constructivist learning is more likely to enhance students' attitudes toward fractions, promote prosocial behaviour among students, and increase students' participation in classroom activities. Several studies have shown the flipped classroom approach's efficacy in education, highlighting its favourable influence on students' academic performance(Al-Samarraie *et al.*, 2020; Shiau *et al.*, 2018).

Shiau *et al.* (2018) study demonstrated that the flipped classroom approach offered greater flexibility and applied learning opportunities for students at home and during discussion sections, with no significant difference in examination scores or student evaluation of the course compared to the standard format. Similarly, Al-Samarraie *et al.* (2020) indicated that flipped classrooms can improve students' involvement, metacognition, attitude, performance, comprehension, and accomplishment, among other learning outcomes. These studies showed that smart boards, multimedia, and the constructivist learning methodology improve jurisprudence student performance. Consequently, the results of this study were obtained in the context of previous research, as the model's components include all axes from these earlier studies.

The findings also revealed that the proposed teaching model had a considerable influence on students' development of jurisprudential analytical abilities, as shown by a significant improvement in post-test scores compared to pre-test scores. This result aligns with (Badriyah *et al.*, 2020), which depicted that using the Jurisprudential Inquiry learning model significantly impacts student's critical thinking, as measured by formulating conclusions, questions, problems, and alternative solutions. Similarly, Mukuka *et al.* (2021) indicated the necessity of choosing a teaching method that not only focuses on developing students' cognitive abilities, such as mathematical reasoning, but also promotes students' affective attributes, such as mathematics self-efficacy beliefs (Mukuka *et al.*, 2021). These past studies support this research hypothesis that combining flipped classrooms and WebQuest greatly influences students' analytical skills.

Furthermore, students' attitudes regarding applying the model and its outcomes were generally positive. While some students initially encountered difficulties and had different preferences, the overall experience was viewed positively, with an appreciation for well-prepared performance and activity tasks and suggestions for a flexible assignment schedule. Romero García *et al.* (2018) showed that implementing the flipped model and the WebQuests implementation improves student satisfaction, increases academic performance, and fosters extremely positive student attitudes (Romero García *et al.*, 2018). Moreover, Tonkin *et al.* (2019) this study result (Tonkin *et al.*, 2019). The study makes a compelling case for flipping the L2 classroom by correlating these findings with research demonstrating that flipped teaching models reduce or help manage cognitive stress. Therefore, these findings suggest that the proposed teaching model enhances students' academic performance and analytical abilities and promotes a positive attitude.

Limitation

Limitations of the study include a relatively small sample size from only one school, which may limit the universality of the findings. In addition, the research utilised self-reported student attitudes and feedback, which may have been affected by social desirability bias, thereby diminishing the reliability of responses. Another limitation is that the research was limited to secondary school pupils in a specific region of Saudi Arabia, which may not have accounted for potential differences in educational settings.

Recommendations

The following recommendations can be made in light of the findings of the present research:

- Adopting teaching methods for jurisprudence courses in particular and Sharia science courses in general due to their impact on enhancing academic performance.
- Studying the suggested teaching approach in other fields as it improves student performance.
- Developing the jurisprudence course better using real-life examples that connect the students' learning to their own lives.
- Incorporating jurisprudential analysis steps and disagreements in the course to improve students' ability to analyse and evaluate different perspectives, in line with research on the most effective teaching models.

CONCLUSION

This research demonstrated that incorporating the flipped classroom and WebQuests strategies into teaching Jurisprudence significantly enhanced secondary school student's academic achievement and jurisprudential analysis skills. The results indicated that this innovative instructional model increases student engagement, motivation, and performance. These results are encouraging and demonstrate the potential of this teaching paradigm to improve education, stimulate critical thinking, and adapt to the changing requirements of contemporary students in Saudi Arabia and worldwide.

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